ED 368 851 AA 001 248

Resources in Education (RIE). Volume 29, Number 9.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 94
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 368 852 CE 063 273

Access and the Special Needs Student. Looking at Literacy Provision.
SPONS. AGENCY- Department of the Secretary of State, Ottawa (Ontario).
PUB DATE- 92
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; Adult Basic Education; *Disabilities; *Educational Needs; Educational Opportunities; Foreign Countries; *Literacy Education; Position Papers; *Special Needs Students
IDENTIFIERS- *Manitoba

The Ad Hoc Working Group on Special Needs of the Literacy Workers' Alliance of Manitoba met monthly from September 1991 to January 1992 to discuss ways of meeting the special needs of adult literacy program participants who have been identified as having learning difficulties, specific needs due to mental or physical disability, or psychological/emotional conditions. The group formulated 10 recommendations: literacy programs should be encouraged to enroll a select number of special needs students; they should develop their own guidelines for integrating special needs students; they should be discouraged from having a majority of special needs students; they should receive extra support to maintain special needs students in their programs; personnel should be available to provide educational consulting to local agencies; programs should consider how long they will be able to accommodate any special

ED 368 871 CE 066 007

Sex Equity. Single Parents, Displaced Homemakers, Single Pregnant Women's Projects. Directory FY-1994.
PUB DATE- 94
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; College Programs; Community Colleges; Community Programs; *Displaced Homemakers; Early Parenthood; Elementary Secondary Education; *Nontraditional Education; *Nontraditional Occupations; *One Parent Family; Parenthood Education; Postsecondary Education; Pregnancy; Rural Education; *Sex Fairness; State Programs; Two Year Colleges; *Unwed Mothers; Vocational Education; Youth Programs
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; Tech Prep; *West Virginia

This directory provides information regarding West Virginia's sex equity projects and programs that received set-aside Perkins Act funds in FY94. Described in section 1 are 30 sex equity programs that are offered through the West Virginia Department of Education (WVDOE) and that deal with the following topics: nontraditional jobs for women, tech prep opportunities, teenage pregnancy and parenting, vocational opportunities in rural schools, career awareness, prevocational education, and leadership skills. Section 2 discusses eight sex equity projects operated by the West Virginia Community College Division (WVCCD) of the State College System of West Virginia. Profiled in sections 3 and 4 are a total of 42 programs that are offered through the WVDOE's Division of Technical and Adult Services (34 programs) and WVCCD (8 programs) to assist single parents, displaced homemakers, and single pregnant women. Among the programs described are those that provide support services, encourage mentoring among female professionals, help women assess career options, and provide special vocational training for nontraditional occupations. Each project/program description includes the name of the school district/agency offering the program, a brief description of the program's objectives and services, and a contact person. (MN)

ED 368 872 CE 066 009

Fiske, Kristin J.; Todd, Saralee S.
Classroom Strategies for Assessing Limited English Proficient Students in Vocational Programs: A Resource Handbook.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 94
NOTE- 314p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Literacy; *Classroom Techniques; Cloze Procedure; English (Second Language); Evaluation Criteria; *Evaluation Methods; Interviews; *Job Skills; *Limited English Speaking; Literacy Education; Portfolios (Background Materials); Postsecondary Education; Rating Scales; Secondary Education; *Student Evaluation; Vocational Education;

ED 368 890 CE 066 070

Lankard, Bettina A.
The Place of the Humanities in Continuing Higher Education. ERIC Digest No. 145.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; *Adult Programs; *Educational Needs; *Educational Objectives; Higher Education; *Humanities; *Professional Continuing Education; *Relevance (Education)
IDENTIFIERS- ERIC Digests

Because of the perception that the humanities lack practical application to real problems and issues of many adults, they tend to be neglected in adult and continuing education programs/courses. In reality, the humanities can offer insight into the ways people view and interpret life's events. Several major trends in continuing education suggest a ready and eager market for program offerings in the humanities, including the trend toward physical decentralization of many colleges and universities, increasing reliance on technology, growing awareness of the global dimensions of virtually every discipline, and societal changes such as an aging population and changing lifestyles and family structures. Four general types of continuing education programs in the United States offer learners a number of options for exploring the humanities: credit and degree programs, noncredit programs, extension programs that include distance learning, and public programs. Available literature includes a number of recommendations for incorporating humanities into continuing education program offerings. Planners considering expanding humanities-related offerings must consider the culture settings of their institutions, demographics, and the goals for continuing liberal education. Gaining faculty support is also essential to program success as are collaboration and commitment at the faculty and institutional level. (MN)

ED 368 891 CE 066 071

Imel, Susan
Peer Tutoring in Adult Basic and Literacy Education. ERIC Digest No. 146.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adult Basic Education; *Adult Reading Programs; Educational Benefits; *Literacy Education; *Peer Teaching; Student Role; Teacher Role; Teacher Student Relationship; *Tutoring
IDENTIFIERS- ERIC Digests

Peer tutoring refers to the process of having learners help each other on a one-to-one basis. Two types of peer tutoring are found in adult literacy and basic education: "near peer"

ED 368 909   CE 066 130

Smith, Clifton L.; Ruhland, Sheila K.
Planning for International Business Programs: The Resources, Concepts, Strategies, and Practices.
PUB DATE- 25 Apr 94
NOTE- 17p.; Paper presented at a Meeting of the National Association of Small Business International Trade Educators (Omaha, NE, April 25, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Business; *Business Education; Community Colleges; *Curriculum Development; Educational Resources; *International Trade; Marketing; *Program Development; Program Implementation; Staff Development; Two Year Colleges

Many community colleges offer international courses and programs designed to provide students with the perspective, skills, and competencies needed to function effectively in domestic and international, private and public sector organizations. Building the international business program can take several years. As courses are developed, it should be kept in mind how the course could be adapted for seminars or short-course format to satisfy continuing education needs within the business community. Curriculum development involves identifying topics to be presented, how the teacher plans to deliver the content, and how to monitor the instruction. Preparing to teach requires the greatest amount of time and commitment during the first few months of a new course. Effective instructors are vital to a successful educational program and should possess technical and professional competency. (The four-page paper is followed by sample outlines for these courses: International Business, International Trade Documents, International Transportation and Distribution, International Marketing, International Trade Finance, and World Culture and Geography for International Business. Each outline includes a course description, objectives, course outline by topic, and list of related resources to assist with curriculum development. An additional resource list includes state government agencies, international organizations and private sectors, federal government agencies, and periodicals to assist the teacher in development of international business courses.) (YLB)

ED 368 910   CE 066 132

Fertman, Carl I.; And Others
Service-Learning Reflections: Update of Service-Learning in Pennsylvania.
SPONS. AGENCY- Pennsylvania Governor's Office of Citizen Service, Harrisburg.
PUB DATE- Mar 94
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Adult Programs; *Agency Role; *Educational Practices; Elementary Secondary Education; Outcomes of Education; Postsecondary Education; *Program Effectiveness; Program Implementation; Program Improvement; *Public Service; *State Agencies; Statewide Planning; Summer Programs; Youth Programs

ED 368 927 CE 066 186

Cervero, Ronald M.; Wilson, Arthur L.
Planning Responsibly for Adult Education. A Guide to Negotiating Power and Interests. Jossey-Bass Higher and Adult Education Series.
PUB DATE- 94
NOTE- 208p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Adult Education; *Adult Programs; *Educational Planning; Models; *Participative Decision Making; Power Structure; *Program Development; Social Environment; Student Participation; Student School Relationship; Teacher Student Relationship
IDENTIFIERS- *Negotiation Processes

This practical guide to the process of planning educational programs for adults explains the key challenges of planning in the real world of conflicting interests and power relations. Part 1 draws attention to the importance of program planning practice in adult education (Chapter 1) and offers a model of what adult educators actually do when planning programs (Chapter 2). Chapter 2 also reviews three other models of planning and shows how the book's model further develops important elements of all three. Three chapters in Part 2 show how three educational programs were actually constructed in three different types of organizational settings: a business (Chapter 3), a higher education institution (Chapter 4), and a social action agency (Chapter 5). Each case consists of an introduction to the planners and their organizational contexts, an analysis of the interests under negotiation, and a final section showing how negotiation about the interests directly produced the actual program and affected its purposes, audience, content, and format. Part 3 offers an approach to planning in which educators have a clear understanding of the social context, power relationships, and interests through which the program is being constructed (Chapter 6), a commitment to involve in the planning the people who have a legislative interest in the program (Chapter 7), and a repertoire of technical, political, and ethical understanding to negotiate responsibly when constructing the program (Chapter 8). The last chapter discusses understanding planning as a social practice. Appendixes include 122 references and an index. (YLB)

ED 368 928 CE 066 188

Liddell, Scott A.
Racing with the World: How States Can Build a 21st Century Workforce.
SPONS. AGENCY- Department of Labor, Washington, D.C.
PUB DATE- Feb 94
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Cooperative Programs; Coordination; *Economic Development; Employment Programs; Federal Government; Federal Legislation; Federal Programs; *Global Approach; *Government Role; International Trade; Job Training; *Labor Force Development; Quality Control; *State

ED 368 947 CE 066 279

Tibbetts, John; And Others
Team Learning. Training Packet for a Three-Session Workshop. Study of ABE/ESL Instructor Training Approaches.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 93
NOTE- 132p.; For related documents, see ED 338 605, ED 344 054-056, and CE 066 274-281.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Adult Educators; Adult Learning; Adult Students; *Cooperative Learning; Educational Planning; *English (Second Language); Evaluation Methods; Group Activities; Group Dynamics; Group Instruction; Instructional Materials; *Student Evaluation; *Teacher Education; Teacher Education Programs; Teacher Workshops; Teaching Guides; *Teamwork; Transparencies

This training packet on team learning is 1 of 10 developed by the Study of Adult Basic Education (ABE)/English as a Second Language (ESL) Training Approaches Project to assist ABE instructors, both professionals and volunteers. The packet is intended to stand alone and encompasses a three-session workshop series with activities scheduled for participants to accomplish between sessions. Ideally, the sessions should take place about 1 month apart. Introductory materials include information about the series and the training packet, a workshop overview (objectives, time, materials checklist, preparations checklist), and workshop outline for each session. Trainer notes for each session include a checklist of tasks to be completed before the session and an outline of activities with necessary materials and times. The following topics are covered in the sessions: learning in groups and teams; cooperative learning; choosing appropriate team strategies; criteria for planning and managing teams; individual roles in groups; and evaluation of team learning. Time is allowed for preparation for the home task and feedback on the home task. Trainers' supplements, including sample answers, follow. Other contents include masters for all handouts and transparencies needed in the sessions. (YLB)

ED 368 948 CE 066 280

Tibbetts, John; Klein, Mary
Whole Language Approach. Study of ABE/ESL Instructor Training Approaches.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 93
NOTE- 104p.; For related documents, see ED 338 605, ED 344 054-056, and CE 066 274-281.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Adult Educators; Adult Learning; Adult Students; Educational Planning; *English (Second Language); Instructional Materials; *Media Adaptation; Psycholinguistics; Reading Difficulties; *Reading Instruction; *Teacher Education; Teacher Education Programs; Teacher

ED 368 967   CE 066 393

Flannery, Daniele, Ed.
Adult Education Research Annual Conference (AERC) Proceedings (34th, University Park, Pennsylvania, May 1993).

PUB DATE- May 93
NOTE- 377p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Adult Basic Education; *Adult Education; *Adult Learning; Adult Programs; Adult Students; Cognitive Style; Computer Assisted Instruction; Educational Change; Educational Planning; *Educational Practices; *Educational Research; Educational Technology; Heuristics; Higher Education; Independent Study; *Instructional Effectiveness; Leadership; Learning Processes; Learning Strategies; Literacy Education; Nontraditional Students; Outcomes of Education; Peer Teaching; Predictor Variables; Prior Learning; Program Development; Program Implementation; *Research Methodology; Research Needs; Social Change; Student Characteristics; Teacher Evaluation; Womens Education

Among the papers included are the following: "Exploring Literacy through Theater" (Andruske); "Heuristic Research" (Beckstrom); "Self-Direction in Adult Undergraduates" (Blowers); "Commodification of Adult Education" (Briton, Plumb); "Collective Group Learning" (Brooks); "Psychosocial Development of Women" (Caffarella, Barnett); "Writing Wrongs" (Carriere); "Power and Responsibility in Planning Adult Education Programs" (Cervero, Wilson); "Operationalization and Assessment of Conceptions of Teaching" (Hian); "Experience of Consciousness-raising in Abused Women" (Chovanec); "Changing Course" (Clark); "Measuring Teaching Effectiveness for Native American Learners" (Conti); "Using Discriminant Analysis in Adult Education" (Conti); "Relationship between Multiple Roles and Psychological Well-Being of the Adult Student in Higher Education" (Cook); "Community Education" (Dean); "Critical Ethnography as Research Methodology in Adult Education" (Dyer); "Adult Literacy and Community Development" (Ewert et al.); "Study of the Comprehension Skills and Strategies of ABE Adult Basic Education Students" (Forlizzi); "Knowledge and Curriculum in Contemporary Social Movements" (Kastner); "Wisdom, Adult Education, and Women" (Kim); "Research Agenda for Technologically Mediated Instructional Strategies in Adult Education" (Kizzier, Lavin); "Story-Tellers" (LaPaglia); "Developing Vision of Society" (Loughlin); "Institutional Wife Syndrome" (Macaulay, Gonzalez); "Living and Learning" (Merrifield, Bingman); "How Adults Learn" (Mezirow); "Discourse and Difference in an Academic Community" (Miller, Usher); "Workers Education" (Nesbit); "Effects of Age Composition on Academic Achievement in College Classrooms" (Novak); "Cognitive Strategies and Use of Prior Knowledge in Learning" (Olgren); "Perspective Transformation Themes among Rural Midlife College Students" (Olson, Kleine); "Implementation Research" (Ottoson); "Work, Learning and Customs in Historical Perspective" (Schied); "Philosophy-in-Action in University Teaching" (Scott et al.); "African American Learning-to-Learn-to-Live in Response to Diseducation" (Shaw); "From Workfare to Edfare" (Sheared); "Educational Scholarship on Women" (Sissel); "Developing Human Resources during Organizational Transition" (Slama); "Women Teachers Mentoring Women Learners" (Stalker); "Transformative Learning in Adulthood" (Sveinunggaard);

ED 368 988 CE 066 418

Skills for Tomorrow. Workplace Skills Project. DACUM Charts.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 94
NOTE- 38p.; For related documents, see ED 351 578-599 and CE 066 398-417.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Basic Skills; *Curriculum Development; English (Second Language); *Job Skills; Literacy Education; *Occupational Information; Second Language Instruction; *Skill Development; *Task Analysis
IDENTIFIERS- DACUM Process; Workplace Literacy

This packet contains sample DACUM (Developing a Curriculum) materials developed for two companies (The Hibbert Group and Trane Corporation). For the Hibbert Group, materials include the following: job and task descriptions for data services, inventory control, planning, and quality services personnel; a curriculum for those employees in reading, writing, mathematics, oral communication and interpersonal skills, technology in the workplace, and problem-solving and critical thinking skills that includes goals and topics; job and task descriptions for production and warehouse personnel; and a curriculum in reading, writing, oral communication and interpersonal skills, mathematics, technology in the workplace, English as a second language, and problem-solving skills for those employees with goals and course topics. The Trane Corporation materials are as follows: job and task descriptions for assemblers who build heating and air conditioning units and a curriculum for those employees that includes reading, writing, oral communication and interpersonal skills, mathematics, technology in the workplace, problem-solving skills and English as a second language, with goals and suggested course topics. (KC)

ED 368 989 CG 025 272

Mulhern, Sean; And Others
Preventing Youth Violence and Aggression and Promoting Safety in Schools.
PUB DATE- Jan 94
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Conflict Resolution; Delinquency Prevention; Elementary Secondary Education; *Juvenile Gangs; Public Schools; School Community Relationship; *School Security; Student School Relationship; *Student Welfare; Suburban Schools; *Violence; *Youth Problems
IDENTIFIERS- Wisconsin

Increased violence in schools, represented by possession of weapons, sexual or racial harassment, bullying, verbal intimidation, gang or cult activity, arson, or corporal

ED 369 010 CG 025 333

Van Nelson, C.; And Others
A Study To Explore the Inter-Relationships among Factors Affecting Substance Abuse of Secondary School Students.
PUB DATE- Oct 93
NOTE- 29p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 13-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Drinking; *Drug Use; Factor Analysis; Family (Sociological Unit); Family Structure; Preadolescents; Religious Factors; School Activities; Secondary Education; *Secondary School Students; *Smoking; Student Employment; *Substance Abuse

From 1990 to 1992, 13,065 secondary students in selected midwestern school districts filled out questionnaires asking for information on their use of alcohol, tobacco, marijuana, and cocaine. The questionnaires also requested information on the following variables: the student's involvement in activities in and out of school, employment, church attendance, and whether the student came from a two-parent, parent/step-parent, or single-parent family. Earlier research had indicated a relationship between some of these factors and substance use, and also indicated that adolescent substance users tend to move from alcohol to tobacco to marijuana to hard drugs. Of the questionnaires returned, 12,576 were usable, and cluster analysis and correspondence analysis were used to assess the data obtained. For each type of substance use, the results indicated that the highest users tended to: be employed, live in a single-parent or step-parent household, be uninvolved in activities, and be least likely to attend church. Lowest users showed the opposite pattern, tending toward unemployment, two-parent family situations, participation in multiple activities, and regular churchgoing. Results also supported the theory that student drug users tend to move from using alcohol to tobacco, from tobacco to marijuana, and from marijuana to cocaine. For secondary-school substance users, holding a job may preclude after-school activities, as well as providing a source of income for tobacco, alcohol, or illegal drugs. (CC)

ED 369 011 CG 025 335

Agbayani, Amefil; Ching, Doris M.
Asian and Pacific Americans in Higher Education.
PUB DATE- Mar 93
NOTE- 20p.; Paper presented at the National Association for Student Personnel Administrators Conference (Boston, MA, March 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; *Asian Americans; College Faculty; Colleges; College Students; Community Colleges; *Higher Education; *Pacific Americans; *Racial Composition; *School Demography; Surveys; Universities

Asian and Pacific Americans (APAs) constitute a small yet important segment of the students, faculty, and staff participating in higher education in the United States. A

ED 369 030 CG 025 385

Sheverbush, Robert L.; Sadowski, Arlene F.
A Family Systems Approach to the Problem of Truancy.
PUB DATE- 94
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attendance Patterns; Community Coordination; Community Involvement; *Dropout Prevention; Dropouts; *Family Counseling; Family Involvement; Family Role; High Schools; *High School Students; *Truancy
IDENTIFIERS- Kansas; Pittsburg State University KS

The Truancy Diversion Program began as a community focus on the problem of local students who did not complete their high school education. Representatives of local social and court services, the schools, and the Pittsburg State University Family Counseling Training Problem worked to develop a united effort to deal with children at risk of being chronically truant and eventually dropping out. The Program maintains that changes in behavior and attitude must occur not only in the truant but in the parents and other school-age children in the family to which the student belongs. Therefore, students participate in the program with their families. meeting at first with not only school representatives and family therapists, but also with representatives of the local courts. All parties sign a diversion agreement. Agency representatives are kept informed by the family regarding it progress in the program. Family therapy conducted by master-level therapists in the Pittsburg State counseling program treats underlying problems associated with truancy, dealing not only with the truant child, but with his/her parents and school-age siblings. In the majority of the cases observed, school attendance was markedly improved or at least satisfactory, grades improved, and no further interventions were needed for the truant child (and his/her siblings) to fulfill the statutory education requirement. (CC)

ED 369 031 CG 025 389

Texas School Survey of Substance Abuse: Grade 4-6, 1990.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 90
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Alcoholic Beverages; Curriculum Design; Drinking; Drug Education; *Drug Use; Elementary Schools; *Elementary School Students; Grade 4; Grade 5; Grade 6; Intermediate Grades; Marijuana; *Prevention; *Substance Abuse; Tobacco; Trend Analysis
IDENTIFIERS- Inhalants; *Texas

The Texas School Survey of Substance Abuse, which has been administered twice, and which covered grades seven through twelve, was expanded for the 1990 survey to encompass grades four to six. The students were surveyed on their use of tobacco, alcohol, inhalants, and marijuana. The most widely used substances were alcohol and tobacco, with inhalants third in prevalence and marijuana fourth. Substance use is lower in grades four through six than in secondary grades, with younger

ED 369 050 CS 011 668

Dishner, Ernest K.; And Others
Reading in the Content Areas: Improving Classroom Instruction. Third Edition.
PUB DATE- 92
NOTE- 478p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Content Area Reading; Individual Differences; Integrated Activities; Reading Attitudes; Reading Comprehension; *Reading Processes; Secondary Education; *Student Evaluation; Study Skills; Textbook Evaluation; *Textbooks; Vocabulary Development; Writing Strategies
IDENTIFIERS- *Content Area Teaching

Providing varying viewpoints on the "state of the art" in content reading from a cadre of authors who have contributed to the expansion of the knowledge base, this book presents preservice and inservice teachers with practical suggestions to use in their classrooms as well as the theoretical bases for these suggestions. The book provides a collection of 46 papers which give teachers a foundation for content reading instruction. Chapters in the book are: (1) Content Area Reading: A Rationale (including papers by John E. Readence, Lyndon Searfoss, and Karen Wood); (2) The Reading Process (including papers by Robert Tierney and P. David Pearson); (3) Attitude and Interests (including papers by R. Scott Baldwin and Mary Olson); (4) Selecting and Introducing Textbooks (including papers by Susan Hubbuch, Gerald Bailey, Donna E. Alvermann, and Harry Singer); (5) Vocabulary Strategies (including papers by Bonnie C. Konopak, Patricia M. Cunningham, Martha Rapp-Haggard Ruddell, David W. Moore, and David M. Memory); (6) Comprehension Strategies (including papers by James W. Cunningham, Martha H. Head, Lea M. McGee, Thomas W. Bean, Richard T. Vacca, Donna M. Ogle, and Kathleen A. Hinchman); (7) Writing Strategies (including papers by Sharon Arthur Moore, Sarah H. Martin, and Thomas W. Bean); (8) Study Strategies (including papers by David M. Memory, Michele L. Simpson, William A. Henk, David Reinking, Annemarie Sullivan Palincsar, and William L. Christen); (9) Assessing Students' Abilities (including papers by John E. Readence, Thomas A. Rakes, and Michele L. Simpson); and (10) Accommodating Individual Differences (including papers by Karen D. Wood, Judy Lewis, and Nina K. Buchanan). (RS)

ED 369 051 CS 011 669

Power, Jenny; Sawkins, Sue
Changing Lives: Report of the Implementation of the Reading Recovery Program on the North Coast, NSW, 1991.
PUB DATE- Dec 92
NOTE- 130p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Early Intervention; Foreign Countries; Grade 1; *High Risk Students; Primary Education; Program Effectiveness; Program Implementation; Reading Research; *Remedial Reading; *Teacher Attitudes
IDENTIFIERS- Australia (New South Wales); *Reading Recovery Projects

A study traced the establishment and implementation of the

ED 369 071 CS 011 690

Guice, Sherry
Readers, Texts, and Contexts in a Sixth-Grade Community of Readers.
PUB DATE- Dec 92
NOTE- 60p.; Paper presented at the Annual Meeting of the National Reading Conference (42nd, San Antonio, TX, December 2-5, 1992).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Classroom Environment; Community Characteristics; Grade 6; Intermediate Grades; *Language Arts; Qualitative Research; Reading Research; *Student Reaction
IDENTIFIERS- Interpretive Research; *Social Constructivism

A study investigated the nature of a sixth-grade community of readers from the emic perspective (participants' point of view). A qualitative interpretive case study was conducted in one sixth-grade language arts classroom with the researcher acting as participant-observer. Data in the form of fieldnotes, interviews, and written samples of children's work were collected and analyzed using the constant comparative method. Results indicated that in this setting children define themselves as readers in four emic categories: they define and delineate among texts uniquely; and they interact and respond to texts and other readers at home and in four socially constructed school contexts: "silent" reading, book selection, writing, and aesthetic activity. An emerging grounded theory of the nature of this community of readers was formulated: (1) children's perceptions of themselves as readers and their preferences for and definitions of texts were influenced by interactions with books and peers in home and school contexts; (2) children interacted with books and peers, socially constructing contexts for responding to books; and (3) children formed a community within which they interacted in the contexts they created--children's interactions shaped the community, influenced perceptions/concepts of themselves as readers, the construction of text meanings, and the nature of their responses to books. (Contains 64 references, 5 tables of data, and a figure representing the community of readers.) (Author/RS)

ED 369 072 CS 011 691

Stahl, Norman A.; And Others
The Roots of Reading: Preserving the Heritage of a Profession through Oral History Projects.
PUB DATE- Mar 93
NOTE- 23p.; Paper presented at the Annual Meeting of the College Reading and Learning Association (San Diego, CA, March 24-27, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational History; Educational Research; Elementary Secondary Education; Higher Education; *Oral History; Program Descriptions; *Program Development; *Reading; *Reading Teachers
IDENTIFIERS- Professional Concerns; *Professional Role

A national oral history project is needed to preserve the information and wisdom of the generation of reading teachers, teacher trainers, and researchers who are near retirement and

ED 369 090 CS 214 288

White, Edward M.
Teaching and Assessing Writing: Recent Advances in Understanding, Evaluating, and Improving Student Performance. Second Edition, Revised and Expanded.
PUB DATE- 94
NOTE- 351p.; For earlier edition, see ED 263 615.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *English Instruction; Higher Education; Reading Writing Relationship; *Student Evaluation; Teaching Methods; Theory Practice Relationship; *Writing (Composition); *Writing Assignments; *Writing Evaluation; *Writing Instruction; Writing Skills; Writing Teachers
IDENTIFIERS- Portfolio Approach; Writing Contexts

Reorganized and revised, the second edition of this book provides the latest theoretical and practical materials that instructors across the disciplines will need to help students build strong writing skills. It offers suggestions about how to develop effective writing assignments; and it evaluates various methods of assessing student writing, including the multiple-choice test, the essay exam and the writing portfolio. It also uses theories about reading to examine how teachers read student papers. The book breaks down into two main sections, "Part One: Assessment--A Critical Tool in the Teaching of Writing," and "Part Two: Writing Assessment beyond the Classroom." Chapters in the first section are: (1) Assessment as Threat and Promise; (2) Assessment and the Design of Writing Assignments; (3) Using Essay Tests; (4) How Theories of Reading Affect Responses to Writing; (5) Responding to Student Writing; (6) Using Portfolios. Chapters in the second part are: (7) Language and Reality in Writing Assessment; (8) Assessing Writing Proficiency; (9) Selecting Appropriate Writing Measures; (10) Organizing and Managing Holistic Essay or Portfolio Readings; (11) Avoiding Pitfalls in Writing Assessment; (12) Evaluating Writing Programs. The book's final chapter (The Politics of Assessment: Past and Future) looks back on the historical and political issues in writing assessment over the past two decades. Contains 105 references. (TB)

ED 369 091 CS 214 289

Temple, Charles; And Others
The Beginnings of Writing. Third Edition.
PUB DATE- 93
NOTE- 283p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Environment; Primary Education; Reading Writing Relationship; *Spelling; Spelling Instruction; Teacher Student Relationship; Whole Language Approach; *Writing (Composition); Writing Skills; Writing Strategies; Young Children
IDENTIFIERS- *Beginning Writing; *Emergent Literacy

Noting that more and more teachers are persuaded by the wisdom of teaching reading and writing together and keeping an emphasis on understanding children's early literacy learning, this third

ED 369 110 CS 508 547

Carter-Jones, Sheila L.

Differential Predictions in Nonverbal and Verbal Communications for African American Students.

PUB DATE- Nov 93

NOTE- 13p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (83rd, Pittsburgh, PA, November 17-22, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Black Dialects; Black Students; Cultural Context; Cultural Differences; Elementary Secondary Education; *English Curriculum; English Instruction; Higher Education; *Nonverbal Communication; *Verbal Communication

IDENTIFIERS- *African Americans

The English curriculum needs to provide and structure learning experiences that enable students to speak, write, and read their culture into the curriculum and at the same time enable teachers to learn their way into the students' cultures. For students who do not or have not yet acquired nonverbal patterns of the mainstream, the communication and maintenance of their cultural identity within that stream is not a simple matter. When teachers cannot decode, read, and understand unfamiliar nonverbal communication breakdown behaviors of students culturally different from themselves, all kinds of labels are attached to the students. A person's verbal communication skills are often judged solely by looking at or listening to that person. Cultural assumptions are made based on the language spoken, particularly for African-American children who speak Black English. The English curriculum as a tool for socialization within the educational institution should provide instructional designs and methods for teaching language and literature as much as possible, through using the context that makes up various cultures. When the English curriculum provides experience for students to speak, write, and read their culture into the curriculum and teachers learn their way into students' cultures, then students of various minority ethnicities can be embraced and offered full access to all rewards available in society. (RS)

ED 369 111 CS 508 548

Payne, David E.

Impacts of Cross-Cultural Mass Media in Iceland, Northern Minnesota, and Francophone Canada in Retrospect.

PUB DATE- Nov 93

NOTE- 15p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Comparative Analysis; Cross Cultural Studies; *Cultural Context; Foreign Countries; Higher Education; Literature Reviews; *Mass Media Effects; Mass Media Use; Research Methodology; *Research Problems; *Television Research; *Television Viewing

IDENTIFIERS- Iceland; Minnesota; Quebec

ED 369 129 CS 508 567

Reynolds, George
Teaching and Storytelling: A "Foxfire" Approach.
PUB DATE- 92
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Class Activities; Course Descriptions; Instructional Innovation; Narration; Oral Tradition; Secondary Education; *Story Telling; *Student Motivation; Student Reaction; *Writing (Composition)
IDENTIFIERS- Foxfire

A storyteller, folklorist, music advisor and language arts teacher uses storytelling in his classroom to inspire students to talk, write, perform, listen, and learn. Beginning with a seventh-grade elective class, the teacher (an employee of the Foxfire project and not trained as an English teacher) decided to spend two weeks with the students developing a radio program, two weeks on a collection project, and two weeks of storytelling. Students in the first several 6-week elective courses ended up liking storytelling so much that they never got around to the 2-week collection project. Students also formed small groups of storytellers to produce and perform their own stories or folktales for other groups of students. Some students who could not work well in a group became solo storytellers. Many of these students who had known little success previously, found success by performing for others. Comparison of pre and posttest indicated that students learned about plot, narration, dialogue, characterization, setting, and point of view by writing and performing stories and folktales. Similar approaches were used with students in a tenth-grade class--half of whom hated to read, while the other half loved to read. One very poor reader who was an able solo storyteller was convinced by the teacher to read a book because it had "stories" in it. (Brief annotations of three recommended sources for storytelling and folktales are attached.) (RS)

ED 369 130 EA 025 290

Westbrook, Kathleen C.
Embedding Participation in Educational Finance Strategy: New Representations.
PUB DATE- Mar 93
NOTE- 12p.; Paper presented at the Annual Meeting of the American Education Finance Association (Albuquerque, NM, March 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; *Property Taxes; *Public Schools; *School Funds; *State Aid; State School District Relationship
IDENTIFIERS- *Illinois

A new approach to distributing educational resources is needed to continue public education. Under this new approach, investment does not rely on consumptive behaviors. Individualistic gain is not stressed at the expense of surrounding institutions, and participation, collaboration, and resource sharing dominate. The post-World War II era in the United States fostered

ED 369 149 EA 025 745

Goals 2000: Educate America Act. Conference Report To Accompany H.R. 1804, House of Representatives, 103d Congress, 2d Session.
PUB DATE- 21 Mar 94
NOTE- 232p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Educational Change; *Educational Legislation; *Educational Objectives; Elementary Secondary Education; *Federal Legislation; *National Programs; Public Schools
IDENTIFIERS- Congress 103rd; *Goals 2000

The U.S. House of Representatives and Senate issued a conference report on the Goals 2000: Educate America Act. The act is designed to improve learning and teaching by providing a national framework for educational reform and to promote other changes in education and federal programs. The conference committee agreed that this report replaced an earlier amendment proposed by the House to a Senate amendment. The first section of this report includes a short title and table of contents. The report includes Title I, National Education Goals; Title II, National Reform Leadership, Standards, and Assessments; Title III, State and Local Education Systemic Improvement; Title IV, Parental Assistance; Title V, National Skill Standards Board; Title VI, International Education Program; Title VII, Safe Schools; Title VIII, Minority-Focused Civics Education; Title IX, Educational Research and Improvement; and, Title X, Miscellaneous. The second section includes the purposes of the act. The third section includes definitions. (JPT)

ED 369 150 EA 025 749

Integrating Technology in Secondary Schools.
PUB DATE- Mar 94
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - Serials (022)
DESCRIPTORS- Educational Change; High Schools; *Integrated Activities; *Integrated Curriculum; Technological Advancement; *Technological Literacy; *Technology; *Technology Education

Using technology as part of learning paradigms is rapidly integrating into many schools' curriculums. To successfully integrate technology into a school's curriculum, the following groups must become actively involved in the integration process: (1) local school boards; (2) administrators; and (3) teachers. Two schools in San Antonio, Texas are integrating technology into their curriculums by using two different formats. Tom C. Clark High School is a Professional Development School site within the San Antonio Center for Educational Development and Excellence (CEDE). Clark High School's technology integration program is based on two principles: cross training and site-based decision making. To better integrate technology into their school, Clark High brought many different subject teachers together to design a multimedia presentation. Sam Houston High School as a partner in a Cooperative Research and Development Agreement is designing and testing a series of fundamental skills tutorials. The cooperative project is an effort to develop, research, and transfer intelligent tutoring systems technology to public

ED 369 170 EA 025 783

Voices from the Future: Students Speak Out on America's Emerging Leadership Crisis: Results of a Survey of "Century III Leaders," Scholarship Winning High School Seniors, and High School Seniors Nationwide.
PUB DATE- Mar 94
NOTE- 132p.; Survey conducted by the Research and Measurements Department, Ketchum Public Relations, New York, NY.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- High Schools; *High School Seniors; Leadership Qualities; *Leadership Training; *Student Attitudes; Student Evaluation of Teacher Performance; *Student Government; Student Leadership; Student Organizations; *Student Participation; Student Role

This report gives the findings of two surveys of high school seniors on their views of leadership, conducted for Sylvan Learning Centers and the National Association of Secondary School Principals. One survey was conducted by mail with students who were named as one of their states' Sylvan/NASSP "Century III Leaders." The second survey was conducted of high school seniors nationwide. The goals of this project were to reveal the factors shaping America's next generation of leaders and to pinpoint whether leadership skills and standards are undervalued as a critical element. The project was designed to profile, indepth, the attitudes, opinions, and beliefs of the 102 high school seniors. In general, the survey allowed for a comparison of the opinions of these emerging leaders with those of their peers. The main distinction between the student leaders and their peers is that these leaders may have placed a stronger value on issues regarding leadership and showed evidence that they have carried out their goals and acted on their opinions. High school seniors are as interested as the Century III Leaders in having programs available that offer opportunities in developing leadership skills. (Contains 36 tables.) (KDP)

ED 369 171 EA 025 785

Baughn, Juan R.; And Others
Multicultural Sensitivity: A Principal's Reference Guide.
PUB DATE- 89
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Bias; Elementary Secondary Education; Languages; *Minority Groups; *Multicultural Education; *Multilingualism; *Principals; Second Language Instruction; *Sensitivity Training
IDENTIFIERS- *Pennsylvania

This guide for principals on how to be multiculturally sensitive is based on 223 responses to a Multicultural Sensitivity Survey mailed to principals across Pennsylvania in July 1989. There are numerous ways this guide can be used: (1) network to gain information; (2) network to offer information; (3) increase awareness with assemblies; and (4) provide support by securing materials. Listed in the guide are case studies related to the three most common situations principals in our survey said they

ED 369 190 EC 302 917

Bettenhausen, Sherrie
The Effect of Self-Recording and Self-Recording Plus Self-Reinforcement on Spelling Achievement.
PUB DATE- 89
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attribution Theory; *Behavior Disorders; Elementary Education; *Emotional Disturbances; Instructional Effectiveness; Maintenance; Self Efficacy; *Self Evaluation (Individuals); *Self Management; Self Reward; *Spelling Instruction; *Time on Task

This study compared self-recording and self-recording plus self-reinforcmeent treatments with no self-recording treatment on the spelling achievement and on-task behavior of 38 children (ages 10 to 13) with severe emotional and behavioral disorders. In the self-recording groups, subjects corrected, recorded, and graphed their daily spelling tests. The self-recording plus self-reinforcement group also set a goal and selected a reinforcer for meeting their goal each week. Weekly self-efficacy ratings and attributions for success and failure were also examined. Followup data were collected to determine the durability of spelling achievement over time. The results indicated the groups did not differ in spelling achievement. The self-recording only group had a significantly higher rate of on-task behavior when compared to the control group with no self-recording and the group with self-recording plus self-reinforcement. There were also no significant differences among groups in measures of self-efficacy or attributions for success and failure. (Contains 21 references.) (DB)

ED 369 191 EC 302 918

Braaten, Sheldon L., Ed.; And Others
Programming for Adolescents with Behavioral Disorders, Vol. 4.
PUB DATE- 89
NOTE- 143p.; For previous volumes, see ED 248 623; ED 267 531; and ED 305 815; for volume 5, see EC 302 919.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Agency Cooperation; Basic Skills; *Behavior Disorders; *Curriculum Development; *Educational Methods; Elementary Secondary Education; Interpersonal Communication; *Interpersonal Competence; *Intervention; Job Placement; Measurement Techniques; Mental Health Programs; Nontraditional Education; Prevention; Rating Scales; Rural Areas; Social Systems; Teacher Competencies; Vocational Adjustment

This collection of 10 author-contributed papers addresses various aspects of programming for students with behavioral disorders. Papers have the following titles and authors: (1) "Teacher Ratings of School Survival Skills and Setting Demands" (Bill Bursuck et al.); (2) "Toward Least Restrictive Curriculum for Behaviorally Disordered Adolescents" (Virginia Laycok and Lori Korinek); (3) "An Investigation of Social Networks of Behaviorally Disordered and Normal Adolescents: Implications for Prevention and Intervention" (Rober Gable et al.); (4) "The Personal-Communication Model for Planned Social Development in the Classroom" (James R. Sanders); (5) "The Development of an Interactive Video Rating Scale To Measure Social Skills in

ED 369 209 EC 302 938

Baggett, David
Using a Project Portfolio: Empowerment Evaluation for Model Demonstration Projects.
PUB DATE- 25 Jan 94
NOTE- 14p.; Paper presented at the Illinois Evaluation Technical Assistance Workshop (Champaign, IL, January 25, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Demonstration Programs; *Disabilities; Elementary Secondary Education; Evaluation Methods; Higher Education; *Portfolios (Background Materials); Program Development; *Program Evaluation; *Self Determination; Self Evaluation (Groups); Student Personnel Services
IDENTIFIERS- *Empowerment

For model postsecondary demonstration projects serving individuals with disabilities, a portfolio of project activities may serve as a method for program evaluation, program replication, and program planning. Using a portfolio for collecting, describing, and documenting a project's successes, efforts, and failures enables project staff to take stock of their accomplishments to date, track their progress towards reaching goals, and foster an awareness of the fullness of their efforts. Qualitative and quantitative analysis of a portfolio of activities can involve staff in conducting their own evaluations, which apply a basic concept of empowerment evaluation. Portfolio components should include a summary of the portfolio's format and purpose, a narrative of the grant, grant personnel, a copy of the original grant, a list of the project's goals and objectives, formal and informal program evaluations, consumer needs assessments, research activities, outreach activities, network activities, professional meetings and activities, dissemination activities, and planning activities. The benefits of using portfolios are discussed. (Contains 11 references.) (JDD)

ED 369 210 EC 302 939

Pires, Sheila A.
Staffing Systems of Care for Children and Families: A Report of the Southern Human Resource Development Consortium for Mental Health on Workforce Issues Related to Community-Based Service Delivery for Children and Adolescents with Serious Emotional Disturbance/Mental Illness and Their Families.
SPONS. AGENCY- Southern Human Resource Development Consortium for Mental Health.
PUB DATE- Nov 92
NOTE- 171p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; Advocacy; Children; Community Programs; Delivery Systems; *Emotional Disturbances; Government Role; Labor Force Development; *Long Range Planning; Mental Disorders; *Mental Health Programs; *Needs Assessment; Parent Attitudes; *Personnel Needs; Professional Development; *Public Policy; State Agencies; State Government
IDENTIFIERS- *United States (South)

ED 369 227 EC 302 957

Thurlow, Martha L.
Implications of Outcomes-Based Education for Children with Disabilities. Synthesis Report 6.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Apr 93
NOTE- 13p.; Paper presented at the Annual Meeting of the National Association of Private Schools for Exceptional Children (Sanibel Island, FL, January 21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; *Disabilities; Educational Change; *Educational Methods; Elementary Secondary Education; Evaluation Methods; *Outcomes of Education; School Restructuring; Student Evaluation; *Teaching Models; Theory Practice Relationship
IDENTIFIERS- *Outcome Based Education

This paper examines the concept of "outcomes-based education" (OBE), how it was developed, how it relates to other current reforms that encompass the notion of outcomes, and how it relates to students with disabilities in theory and in practice. Outcomes-based education holds that all children can learn and succeed and that schools are responsible for ensuring the success of all students. Two major OBE models are John Champlin's Outcomes-Driven Developmental Model and William Spady's High Success Network Strategic Design Model. OBE fits within a range of reforms that address school structure and management, community and business involvement, assessment techniques, and accountability. In theory, OBE is consistent with the belief that students with disabilities may have different learning rates or different learning styles to which instruction needs to be adjusted. In practice, efforts in some states to implement OBE have encountered resistance by state legislatures. Implications of OBE for students with disabilities are outlined. Promises, pitfalls, and challenges associated with outcomes-based education for children with disabilities are highlighted. (Contains 18 references.) (JDD)

ED 369 228 EC 302 958

Ysseldyke, James E.; And Others
Availability of Data on School Completion Outcomes and Indicators. Technical Report 8.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jan 94
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Citizen Participation; Daily Living Skills; *Data Collection; *Disabilities; Educational Assessment; *Educational Objectives; *Graduation Requirements; High Schools; Literacy; National Surveys; *Outcomes of Education; Physical Health; Program Evaluation; Research Problems; Satisfaction; Social Adjustment; State Standards; Student Adjustment; Student Participation; Student Responsibility

This study examined the extent to which data are available for 77

ED 369 246 EC 302 978

A Forum To Examine Policy and Practice Issues Surrounding the Annual Evaluation of Program Effectiveness (Alexandria, Virginia, August 2-3, 1993). Project FORUM.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 10 Mar 94
NOTE- 44p.; For a related document, see ED 327 565.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Compliance (Legal); *Disabilities; Educational Change; Elementary Secondary Education; *Evaluation Methods; *Outcomes of Education; *Program Effectiveness; *Program Evaluation; Program Improvement; Resource Allocation; *Special Education

This monograph summarizes outcomes of a forum addressing strategies to improve special education program evaluation efforts and orient policymakers, administrators, and advocates to the benefits of program evaluation as an integral part of program improvement. The forum also addressed barriers restricting evaluation of program effectiveness including resource allocation, the lack of technical assistance, and methodological issues. Prior to the meeting, forum participants were sent three background papers to examine and asked for a list of issues in special education program evaluation. During the meeting a total of 92 issues were proposed and organized under seven broad cluster titles: (1) resources, (2) methodology, (3) conceptualization, (4) program improvement, (5) general education reform, (6) compliance monitoring, and (7) stakeholder needs (i.e., the purposes of evaluation). Priority solutions proposed included: development of student outcome measures that relate to those in general education, commitment to outcome variables as indicators of program effectiveness, and design of an evaluation system to meet the varying needs of stakeholders. Appendices include the participant list, the meeting agenda, forms and worksheets, and complete lists of issue clusters and proposed solutions. (DB)

ED 369 247 EC 302 979

Lara, Julia
State Data Collection and Monitoring Procedures Regarding Overrepresentation of Minority Students in Special Education. Project FORUM.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 5 May 94
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Compliance (Legal); *Data Collection; Decision Making; *Disabilities; *Educational Policy; Educational Practices; Elementary Secondary Education; Ethnic Groups; *Minority Groups; Needs Assessment; School Demography; School Districts; Special Education; *State Standards; *Student Placement

This report presents results of a study describing current state policies and practices to minimize or reduce inappropriate placements of minority students in special education. States

ED 369 267   FL 021 988

Lore-Lawson, Joye
Self-Esteem in the Foreign Language Classroom: Activities That Do More Than Teach.
PUB DATE- 27 Mar 93
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Activities; French; *Language Skills; *Language Teachers; Secondary Education; *Second Language Instruction; *Self Esteem; *Speech Skills; *Teacher Role; Teacher Student Relationship; Teaching Methods; Test Anxiety

This paper provides activities and suggestions for foreign language teachers to use to enhance their students' self-esteem. Teachers should: (1) have students speak, write, and read the target language on the first day of class; (2) help students overcome test anxiety by focusing on what they did right, experimenting with different testing techniques, and allowing students to retake tests; (3) involve students in course planning; (4) teach for success by rewarding good performance; (5) teach students to set goals; (6) encourage teamwork and camaraderie by using classroom games and contests to build language skills; and (7) encourage student presentations and speeches to build self-confidence and speaking skill. General self-esteem tips for both teachers and students are also included. (MDM)

ED 369 268   FL 021 999

Rytterager, Linda
The Kurdish Child in America: A Handbook for Educators.
PUB DATE- 93
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cultural Awareness; Cultural Differences; *Cultural Pluralism; Educational Attitudes; Educational Policy; Elementary Secondary Education; *English (Second Language); *Immigrants; Interviews; Kurdish; *Second Language Instruction; *Second Language Learning; Uncommonly Taught Languages
IDENTIFIERS- *Kurds; United States

Recent research in second language acquisition (SLA) suggests that cultural pluralism can be an effective approach to assisting immigrants blend into the majority society. This handbook was designed to assist educators to be responsive and sensitive to the needs of a group of Kurdish political refugees who recently resettled in Idaho. It provides information on Kurdish culture and society, potential intercultural barriers that may be encountered within American schools and society, and practical suggestions for meeting children's educational needs. The handbook is based on library research, interviews with local school staff and community agencies, and first-hand observations and interviews of the Kurdish community. The handbook focuses on how Kurdish customs may conflict with

ED 369 288 FL 022 070

Kitao, S. Kathleen; Saeki, Namie
Process and Social Aspects of Writing: Theory and Classroom Application.
PUB DATE- Dec 92
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Journal Articles (080)
DESCRIPTORS- *Dialog Journals; Foreign Countries; Interpersonal Relationship; Journal Writing; Social Influences; *Student Journals; *Student Writing Models; *Writing (Composition); Writing Exercises; *Writing Processes; Writing Skills; Writing Teachers; Written Language
IDENTIFIERS- *Process Approach (Writing); *Product Approach (Writing)

Traditional approaches to teaching writing have been challenged, and new methods have emerged that reflect the new understanding of this process. This paper compares and contrasts product-based and process-based approaches to teaching writing. Product approaches reflect traditional, teacher-centered approaches to teaching in general, emphasizing an initiation-response-evaluation pattern of discourse between teachers and students. Process approaches view writing as a process that evolves through several stages as the writer discovers and molds meaning and adapts to the potential audience. A corollary to process approaches to writing is that writing is a social activity. However, in the typical writing class, students as responders have little opportunity to explore social roles through their writing. The dialogue journal (DJ) is a possible solution to the limitations of the classroom. A variation of DJs, secret friend journals (SFJs), is explored in a study with first year writing students at a college in Japan. SFJs share some advantages of teacher-student DJs and have additional advantages, for example, decreased demands on teachers' time and increased interest in the assignments due to the anonymity of a partner's identity. (Contains 18 references.) (JP)

ED 369 289 FL 022 071

Zheng, Binyao
Role Playing in Foreign Language Teaching: An Application in an Elementary Chinese Class.
PUB DATE- Nov 93
NOTE- 10p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 13, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chinese; *Classroom Techniques; College Students; Comparative Analysis; Higher Education; Program Descriptions; Program Effectiveness; *Role Playing; *Second Language Instruction; *Student Attitudes; Student Evaluation; *Teaching Methods

This paper examined the effects of the use of role playing in foreign language instruction by applying this instructional method in two elementary Chinese courses at Memphis State University during the 1991-92 academic year. Role playing was

ED 369 309 HE 026 545

Andersen, Linda R.
Improve the Quality of Instruction through Interdisciplinary Internationally Oriented Faculty Resource Teams.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 28 Feb 91
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; *College Instruction; College Students; Critical Thinking; Discussion (Teaching Technique); Faculty Development; *Global Approach; Higher Education; *Instructional Improvement; *Interdisciplinary Approach; International Education; Program Evaluation; Resource Staff; Student Attitudes; *Team Teaching; Undergraduate Study
IDENTIFIERS- *California State University Fullerton

In order to improve the quality of instruction at California State University Fullerton, this 3-year project established multi-disciplinary faculty resource teams from liberal arts, social sciences, and professional programs to design and lead one-week discussions in host classes. Teams were composed of seven members with a core group of three representing the fields of international economics, political science, and history. Anthropology, Afro-Ethnic Studies, Religious Studies, and Japanese culture were also represented during the project. Team members focused on interrelationships among disciplines, and international dimensions of topics. On invitation of a "host" instructor, subteams designed and gave interactive presentations during one class-week in courses from various disciplines. Goals were to promote integrative and critical thinking, to internationalize the curriculum, to offer faculty development, and to overcome fragmentation in the educational experience. Students appreciated "the broad picture," scholarly controversy in action, and the perspectives of representatives of other cultures. Some faculty were surprised to find that perspectives of other disciplines proved so relevant or enriching to their own fields. Collaborative interdisciplinary research ensued. Appendixes include a copy of a pilot evaluation instrument for student responses, project details, student evaluation samples and summaries, a pilot test and data, and dissemination materials. (JB)

ED 369 310 HE 027 119

Brennan, John; And Others
Towards a Methodology for Comparative Quality Assessment in European Higher Education. A Pilot Study on Economics in Germany, the Netherlands and the United Kingdom.
SPONS. AGENCY- Netherlands Ministry of Education and Sciences, The Hague.
PUB DATE- Jun 92
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- College Faculty; *College Programs; Comparative Analysis; Curriculum Evaluation; Economics Education; *Evaluation Methods; *Foreign Countries; Higher Education;

needs student; special needs students should have the opportunity to explore other educational experiences; and programs should work closely with other community providers to provide special needs students with job training experiences that will potentially lead to real jobs. The group further recommended that literacy workers receive extra training opportunities to help them cope with special needs students in their programs and that referral agencies make appropriate referrals to programs. (A list of working group members is appended.) (MN)

ED 368 853		CE 063 279

Challis, Stephen
Methods To Increase the Number of Successful Transfers between Programs by Students in Adult Literacy Programming. A Research Report.
SPONS. AGENCY- Department of the Secretary of State, Ottawa (Ontario).
PUB DATE- Jun 91
NOTE- 110p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Reading Programs; Agency Cooperation; *Articulation (Education); Change Strategies; Comparative Analysis; Cooperative Planning; Educational Cooperation; Foreign Countries; *Literacy Education; *Program Improvement; *School Community Relationship; Student Attitudes; Transfer Policy; *Transfer Programs; Transfer Students
IDENTIFIERS- *Manitoba

A study examined ways of increasing the number of successful transfers by students between community- and institution-based literacy programs in Manitoba. A literature review was conducted, and 18 adult literacy programs or related offices throughout Manitoba were visited. During the visits, classroom settings and curriculum materials were examined, and teachers, administrators, students, and student tutors were interviewed. Twenty students were interviewed in one-on-one situations, and 20 were interviewed in informal group discussions. Differences between the fundamental principles, program design, and schedules of community- and institution-based programs were compared. The following actions were recommended as strategies for increasing collaboration and articulation between community- and institution-based literacy programs: review available program seats and student demand; improve knowledge of programs and the self-referral process; ease the transition from learner-centered to individualized programming; expand integrated programming; hold regional meetings of referrals; expand and support interagency groups; implement coordinated planning; improve and clarify student aid policies; and build better links with workplace programs. Appended are lists of project steering committee members and programs visited. (Contains 24 references.) (MN)

ED 368 854		CE 064 446

Kummerow, Jean M., Ed.
New Directions in Career Planning and the Workplace. Practical Strategies for Counselors.
PUB DATE- 91
NOTE- 198p.
LANGUAGE- English

*Vocational Evaluation
IDENTIFIERS- *Carl D Perkins Voc and Appl Techn Educ Act 1990

This handbook documents assessment strategies that are in current use, have potential for duplication, or are in the testing and development stages, and that hold promise for more accurate assessment of limited English proficient (LEP) individuals in vocational programs. The handbook was developed as a result of a research and demonstration project funded by the Office of Vocational and Adult Education (ED) to assist in the implementation of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990. The chapters in the handbook define and provide a rationale for different issues and strategies of assessment. After an analysis of the fundamentals of assessment and the forces that are expanding the concept of testing, specific techniques are explained with examples. The methods include the following: (1) interviews; (2) activities using the Cloze test format; (3) rating scales; (4) portfolios; and (5) projects. A chapter of fairer usage and clearer application of standardized tests is also included, along with a glossary and extensive references for each section. (Author/KC)

ED 368 873 CE 066 020

Hawk, Kim; And Others
Anthology of Inmate Art. Special Demonstration Project.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 30 Jun 93
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Adult Basic Education; *Anthologies; Art Activities; Computer Literacy; *Correctional Education; Courseware; *Creative Writing; Demonstration Programs; High School Equivalency Programs; *Poetry; *Prisoners; Program Development; Program Effectiveness; *Student Publications
IDENTIFIERS- 353 Project; General Educational Development Tests

The Anthology of Inmate Art project was a 353 Special Demonstration Project to encourage prison inmates enrolled in adult basic education/General Educational Development (ABE/GED) programs to create and publish their own works of art, poetry, and other creative writing. In addition to gaining experience in creative writing and discussing poetry, the 40 participating inmates received an average of 25 hours of computer instruction and used software incorporating both word processing and clip art graphics and selected courseware designed to improve writing ability and grammar. The students' writings and accompanying art works were compiled into an anthology. The 700 copies of the anthology printed were distributed to staff and other inmates throughout the correctional institution in the hope of encouraging other inmates to participate in ABE/GED and improving staff members' opinions of the inmate population. The project proved to be an overwhelming success in that it helped increase camaraderie and fellowship among the 40 inmate participants, improved at least some prison staff members' views of inmates, and generated interest on the part of nonparticipants that may translate into increased enrollment in ABE/GED. (A copy of the anthology, "The Walls That Speak," is attached.) (MN)

ED 368 874 CE 066 021

tutoring in which one learner is more advanced than the other and "co-peer" tutoring in which the learners are fairly well matched in skill level. The adage "those who teach learn twice" is frequently given as the basis for using the peer tutoring approach. Peer tutoring also helps adult learners move away from dependence on professional authority toward belief in their own ability to create knowledge, polish their communication skills, and persist in the learning situation because of bonds developed with other learners. Adult literacy programs that are already using collaborative, participatory methods will find peer tutoring to be an extension of their overall approach. Because the instructional environment becomes more learner directed when peer tutoring is used, teachers must prepare learners prepared to assume their new roles as peer tutors by helping them establish individual learning programs and contacting their peers for assistance. Teacher comfort with and commitment to peer tutoring are crucial to its success as an approach in adult basic and literacy education. (MN)

ED 368 892 CE 066 072

Kerka, Sandra
Life and Work in a Technological Society. ERIC Digest No. 147.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Educational Needs; *Educational Objectives; Elementary Secondary Education; *Science and Society; Sociocultural Patterns; *Technological Advancement; *Technological Literacy; *Technology Education
IDENTIFIERS- ERIC Digests

Technology is more than applied science. It is the processes and processes by which humans have coped with and changed their environment throughout history. People have always lived and worked in a "technological society." Never before, however, has technological change been so rapid or broad in scope. The concept of an "educated person" includes an element of technological literacy, which is in turn a continuum on which individuals' levels of competence vary and degree of technological literacy needed depends on life and work roles. Increasing numbers of persons from demographic groups traditionally on the margins of technological experience are entering the work force at a time when the amount and breadth of technical training needed for many jobs has increased. Technology education is an important component of education that aims to prepare students for life and work in phases appropriate for different academic levels (ranging from awareness for elementary students to preparation for employment for high school and postsecondary students). A balanced curriculum recognizes the technological method as a mode of inquiry equal to those used in the sciences and humanities. Technology education is a problem-based method of inquiry; however, it should be balanced with ideas-based inquiry. (Contains 11 references.) (MN)

ED 368 893 CE 066 073

Handbook of Adult Literacy Issues for Community Members.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of

IDENTIFIERS- *Pennsylvania; *Service Learning

Since its creation in 1988, the sole mission of the agency PennSERVE has been to make community service the common expectation of all Pennsylvania's citizens. Using state funds, PennSERVE initiated a school service learning (SL) grant program and funded a total of 35 school and community-based SL programs between 1989 and 1991 in grades K-12, the Pennsylvania Service Corps, Pennsylvania Literacy Corps, Pennsylvania Conservation Corps, Library Corps, and Summer Youth Corps. In December 1993, focus groups consisting of 4-7 programs at 11 different grant sites across Pennsylvania were held to provide feedback and learning about PennSERVE-funded SL activities. According to the focus group participants, PennSERVE programs have had demonstrable positive impacts on students, SL coordinators, and the community. It was recommended that local programs teaching communities to solve local problems be encouraged, an SL support system be developed, and curriculum infusion be promoted. (The focus group schedule is appended.) (MN)

ED 368 911 CE 066 133

Basic Skills in the Workplace: Practical Guide for Development & Implementation.

SPONS. AGENCY- Missouri State Dept. of Education, Jefferson City. Div. of Adult Education.

PUB DATE- 91

NOTE- 275p.

LANGUAGE- English

EDRS Price- MF01/PC11 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Adult Basic Education; *Basic Skills; Cooperative Planning; Educational Cooperation; Education Work Relationship; Guides; *Literacy Education; Personnel Selection; Program Development; *Program Implementation; *School Business Relationship; Staff Development

IDENTIFIERS- *Workplace Literacy

This practical guide and its supplement address the adult basic education (ABE)-Business/Industry partnership in all aspects. The guide considers the concerns of how to expand programs successfully into the workplace. The format of the guide conveys the following: the project approach to a particular area, the results of that approach, and recommendations for further implementation. These essential steps are covered: starting up, records and reporting, staffing a program, surveying and site selection, business/education partnership, setting up sites, teachers, tutors, marketing, and evaluations. Appendixes provide examples of letters, surveys, forms, articles, flyers, etc. for use as guides for development for personal needs. An outline is included of a 30-hour series of instructional modules to train ABE teachers for the workplace. The supplement contains examples of letters, forms, surveys, articles, assessments, evaluations, statistics, partnership agreement, individual learning plans, functional context materials, advisory meeting agendas, and minutes that were developed and used in the project. They are intended to guide design of other workplace basic skills programs. (YLB)

ED 368 912 CE 066 138

Girones, Salvador Gil, Ed.

Programs; Vocational Education
IDENTIFIERS- Arizona; Germany; Japan; Kansas; Oklahoma; Oregon; Pennsylvania

This report is a primer on the multifaceted issues that state legislators are likely to confront under the rubric of human resource development. Chapter 1 proposes a philosophy: enabling every citizen to become a productive member of the 21st century economy is in a state's best interest both socially and fiscally. Chapter 2 focuses on the premium that the modern global market places on quality. It describes efforts in five states that are encouraging the development of continuous learning systems in firms and industries that promote constant improvement in the quality of goods and services. Chapter 3 emphasizes the need for state legislatures to incorporate basic public education from K-12 into the framework of comprehensive human resource development programs. Seven elements of education reform are discussed. Chapter 4 describes strengths and weaknesses of first-, second-, and third-wave state economic development strategies and suggests how states can use one or a combination in various ways and at different times. Chapter 5 discusses the federal role: the Job Training Partnership Act and welfare and training programs that have become closely associated with it. Chapter 6 describes the comprehensive education and training systems that Germany and Japan have implemented to help them become leading economic powers. Chapter 7 Discusses the importance of coordination, communication, and integration in a client-centered approach. (Contains 45 references.) (YLB)

ED 368 929   CE 066 201

Success Stories. Celebration of Achievement.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 94
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; *Adult Basic Education; Adult Literacy; Biographies; High School Equivalency Programs; *Individual Development; Literacy Education; Physical Disabilities; Success
IDENTIFIERS- 353 Project; Pennsylvania

This publication contains stories about 10 outstanding Pennsylvania citizens who realize that a high quality education is essential to meeting life's challenges. These stories describe how 10 men and women faced great obstacles and overcame seemingly impossible barriers to become contributing and productive members of the Commonwealth of Pennsylvania. The obstacles or barriers include a hearing disability, drug abuse, dropping out of high school, an abusive childhood, an abusive marriage, alcoholism, running away, a physical disability, and teenage marriage. (YLB)

ED 368 930   CE 066 210

Albertson-Zenor, Patricia; Raftery, Sue
Strategic Planning for Community Viability: A Process, Not a Destination. Circular CRD-60.
PUB DATE- 93
NOTE- 7p.
LANGUAGE- English

Workshops; Teaching Guides; Transparencies; *Whole Language Approach

This training packet on the whole language approach is 1 of 10 developed by the Study of Adult Basic Education(ABE)/English as a Second Language (ESL) Training Approaches Project to assist ABE instructors, both professionals and volunteers. The packet is intended to stand alone and encompasses a two-session workshop series with activities scheduled for participants to accomplish between sessions. Ideally, the sessions should take place about 1 month apart. Introductory materials include information about the series and the training packet, a workshop overview (objectives, time, materials checklist, preparations checklist), and workshop outline for each session. Trainer notes for each session include a checklist of tasks to be completed before the session and an outline of activities with necessary materials and times. Three topics are covered in the sessions: psycholinguistic theory and whole language philosophy; evaluation of reading miscues; and converting commercial materials to whole language. Time is allowed for preparation for the home task and feedback on the home task. Trainers' supplements, including sample answers, follow. Other contents include masters for all handouts and transparencies needed in the sessions. (YLB)

ED 368 949   CE 066 281

Minicz, Elizabeth; Diamond, Judith
Volunteers and Teachers in the Classroom. Training Packet for a Two-Session Workshop. Study of ABE/ESL Instructor Training Approaches.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 93
NOTE- 75p.; For related documents, see ED 338 605, ED 344 054-056, and CE 066 274-280.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Adult Educators; Adult Learning; Adult Students; Case Studies; Educational Planning; *English (Second Language); Instructional Materials; *Teacher Aides; *Teacher Education; Teacher Education Programs; Teacher Responsibility; Teacher Role; Teacher Workshops; Teaching Guides; Transparencies; *Volunteers

This training packet on volunteers and teachers in the classroom is 1 of 10 developed by the Study of Adult Basic Education (ABE)/English as a Second Language (ESL) Training Approaches Project to assist ABE instructors, both professionals and volunteers. The packet is intended to stand alone and encompasses a two-session workshop series with activities scheduled for participants to accomplish between sessions. Ideally, the sessions should take place about 1 month apart. Introductory materials include information about the series and the training packet, a workshop overview (objectives, time, materials checklist, preparations checklist), and workshop outline for each session. Trainer notes for each session include a checklist of tasks to be completed before the session and an outline of activities with necessary materials and times. Three topics are covered in the sessions: roles and relationships between volunteers and teachers in the classroom; defining and evaluating volunteer tasks; and case studies. Time is allowed for preparation for the home task and feedback on the home task. Trainers' supplements, sample flyers, and

"Intercultural Competency" (Taylor); "Adult Education and Working Women" (Townsend); "Designing Empirical Audit of Learning Organization" (Watkins, Marsick); "Adult Learning, Situated Cognition, and Authentic Activity" (Wilson); "Tutor-Learner Relationship in Literacy Education" (Ziegahn, Hinchman); "Conceptions of Transformation in Adult Education" (Dirkx et al.) (MN)

ED 368 968 CE 066 398

Mercer County Community College Workplace Skills Project. Final Evaluation (September 1, 1992-February 28, 1994).
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 94
NOTE- 209p.; For related documents, see ED 351 578-599 and CE 066 399-418.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Community Colleges; *Competency Based Education; *Curriculum Development; *English (Second Language); *Literacy Education; *Partnerships in Education; Program Effectiveness; Two Year Colleges
IDENTIFIERS- Workplace Literacy

Mercer County Community College (MCCC) in Trenton, New Jersey, and two local companies (The Trane Company and The Hibbert Group) collaborated on a job-focused, competency-based curriculum to develop literacy competence and English communication capability among native English speakers and speakers of English as a second language (ESL) working at Trane and Hibbert. After a Developing a Curriculum (DACUM) process was conducted to determine the potential students' specific job needs, a curriculum and course modules that included instruction in the following areas were developed: basic blueprint reading, business writing, communication on the job, documentation, ESL, making the most of the work day, math on the job, presentation skills, problem solving, reading comprehension, time management, stress management, and telecommunications. MCCC trained more than 500 employees. As a result of participating in the program, many employees improved their English communication skills, self-esteem, understanding of work assignments, and job-coping skills. (An external evaluation, study of the effects of workplace education, and a sample lesson are included. Appendixes constituting more than half the document contain the following: course outlines, orientation material, schedule, survey, individual education plan, project-related correspondence and newspaper articles, and training material.) (MN)

ED 368 969 CE 066 399

Burt, Lorna; And Others
Communicating on the Job.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 94
NOTE- 95p.; For related documents, see ED 351 578-599 and CE 066 398-418.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test,

punishment of students, for example, is a growing concern among students, educators, and communities. Since educators alone cannot ensure safety in schools, collaboration among schools, law enforcement personnel, courts, community agencies, parents, and the public is essential in order both to suppress aggressive acts by youth and to understand and react to conditions which contribute to or promote youth violence in the schools and the community. Schools can build on established pupil services and prevention education programs to provide counseling, teacher consultation, and developmentally appropriate instruction in such areas as self-esteem building, personal and social responsibility, and nonviolent problem solving for students in order to reduce the chance of their becoming perpetrators or victims of violent acts. Thirteen questions are proposed for school and community groups to consider as they evaluate existing programs to see where gaps in school services/programs exist. Comprising two-thirds of the document is a partially annotated list of school safety resources (organizations and programs) and a list of 147 publications and materials (books, journal articles, videotapes, etc.) (MSF)

ED 368 990 CG 025 273

Berkan, William A.; Kadushin, Alfred
Child Abuse and Neglect Prevention: A Resource and Planning Guide.
PUB DATE- Aug 93
NOTE- 146p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; *Child Abuse; *Child Neglect; Children; *Child Welfare; Intervention; Planning; Program Guides
IDENTIFIERS- *Wisconsin

This book explains the interaction and integration of the two systems most involved in the prevention of child abuse and neglect: the educational system and the human services system. The guide also includes the roles of the legal system and of collateral agencies. This Wisconsin guide was written to accomplish four objectives: (1) to establish an understanding between school district staff and child protection agency staff; (2) to encourage a uniform implementation of the mandatory child abuse and neglect law that will enhance interagency cooperation; (3) for school districts to support the intervention of child protection agencies that are designed to strengthen families and avoid removal of children; and (4) to encourage school districts to expand school-based child abuse prevention efforts. There are seven major chapters plus appendices: (1) overview; (2) Wisconsin's Definitions of Child Abuse and Neglect; (3) Development of a Prevention Program in the School; (4) Child Service Systems; (5) reporting Suspected Child Abuse or Neglect; (6) Sexual Abuse; (7) Special Issues and Questions; and (8) appendices. Each chapter includes an introduction to the problem or topic, a number of sub-chapters, and references where appropriate. (KM)

ED 368 991 CG 025 274

Menec, Verena H.; Schonwetter, Dieter J.
Action Control, Motivation, and Academic Achievement.
PUB DATE- Apr 94

survey was mailed to student affairs personnel at 70 institutions (classified as "Research Universities 1" by the Carnegie Foundation for the Advancement in Teaching) in 1993 to collect information on perceptions by and about Asian and Pacific Americans, as well as demographic information. Of the 70 institutions selected, 31 responded with a sample size of 44 APA student affairs professionals participating. Perceptions of ethnic relations, both within various APA groups and in relation to other groups; the problems facing APA students; and contributions of APAs to higher education were queried. The results of the survey indicate that the concept of APAs as a model minority does not reflect the complexities of life in higher education. APAs are the fastest growing segment of the student population in the United States, yet APA faculty and administrators are under-represented. At the same time, the complex ethnic and racial relations faced by APAs cannot be thought of in traditional black and white terms, nor should APA relations with other minorities remain static. (KM)

ED 369 012   CG 025 336

MacDonald, Tara K.; And Others
The Effects of Alcohol on Intentions to Drink and Drive.
PUB DATE- Aug 93
NOTE- 13p.; Paper presented at the Convention of the American Psychological Association (Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alcohol Abuse; Cognitive Ability; Decision Making; *Drinking; *Driving While Intoxicated; Foreign Countries; Higher Education; *Intention; Risk; Undergraduate Students
IDENTIFIERS- Fishbein (Martin); Fishbein Model of Attitudes; Theory of Reasoned Action

If people in a normal, baseline state are asked about certain behaviors, such as drinking and driving, they are likely to report negative intentions; however, the context within which intentions are assessed may significantly affect the relationship among attitudes, intentions, and behavior. Male undergraduates who completed a questionnaire about drinking and driving either while sober (n=23) or after consuming alcohol (n=22) reported similar negative intentions regarding questions such as "Would you drink and drive?" However, when a contingency such as "Would you drink and drive if you had only a short distance to go?" was embedded in the question, intoxicated subjects reported less negative intentions than sober subjects. These results are consistent with the term "alcohol myopia" (Steele and Josephs, 1990) which states that intoxication decreases cognitive capacity, so that people can attend only to the most salient cues. Intoxicated subjects may be focussing on excuses to drink and drive, discounting possible negative outcomes of the behavior. Differences in the environment or the physical, social, or emotional state of the individual can attenuate the observed relation between intentions and behavior. (Author/MSF)

ED 369 013   CG 025 360

College-Bound Digest. Valuable Information from Prominent Educators for All College-Bound Students.
PUB DATE- 94
NOTE- 57p.; For an earlier edition, see ED 302 128.

students about one-half as likely to report experimentation with alcohol and inhalants and almost one-third as likely to have used tobacco. Secondary students are about ten times more likely to have used marijuana than elementary grade students. Grade level, ethnicity, urbanicity, gender, academic performance, and family structure are all associated with the use of drugs or alcohol by elementary students. The sixth grade in particular marks a substantial increase in substance use compared to fourth and fifth grades; over one-half of sixth-graders have tried alcohol. Although prevalence in the elementary grades seemed quite low compared to secondary students, many students are first exposed to drugs and alcohol in elementary school. Interestingly, survey results indicate that fourth and fifth graders actually receive more education about substance use than sixth graders, with schools seeming to concentrate on early prevention programs. This may be a questionable strategy since widespread experimentation seems to begin in sixth grade. (CC)

ED 369 032 CG 025 392

Stevens, Kelly
Leadership Retreats for Middle Level and Senior High School Students.
PUB DATE- 94
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Games; High Schools; *High School Students; Intermediate Grades; Junior High Schools; *Junior High School Students; Leadership Training; Learning Activities; Middle Schools; *Student Leadership; *Training Methods
IDENTIFIERS- Middle School Students; *Retreats

Student leadership is a critical aspect of all middle level and senior high school experiences. Involving students in the workings of the school can mean the difference for them between a mediocre school experience and an exceptional one. This retreat manual is a resource guide for student advisors who wish to develop retreat programs in their schools. The guide includes three 3-day retreat schedules, two half-day retreat schedules, and two evening retreat schedules, along with a general description of how to set up a retreat. Although all the retreats can be used with both groups, half-day retreats are advised for middle level school students as they are better suited to the time and attention span of younger students. The suggested format includes: (1) icebreaker activities, with detailed suggestions; (2) content sessions which explore the theme of the retreat; (3) affirmation activities, which provide students with the chance to affirm each other's importance and build self-esteem; and (4) closing ceremonies. Students should be allowed to plan, set up, and clean up after various activities, since this encourages the development of leadership skills, and helps students recognize the aspects of responsibility needed to run an event and how much they depend on each other. (CC)

ED 369 033 CS 011 296

Chandler, Paul Michael
Wholistic Assessment of Proficient Second Language Readers.

Reading Recovery program on the North Coast of New South Wales (Australia) in 1991. Teachers at the 12 schools involved in the program, key personnel at the New South Wales Department of School Education and the Catholic Education Office, and the Reading Recovery Tutor were interviewed. Reading Recovery teachers kept journals and completed short surveys at the beginning and end of the year. Results indicated that: (1) the impetus for undertaking Reading Recovery was the concern by schools about children not mastering basic skills; (2) schools anticipated immediate benefits from the program; (3) by the end of term one, the majority of the teachers were enjoying working with individual children; (4) children who had been withdrawn and non-participative at the beginning of the year were confident, participating members of their class performing at or above average; (5) only one of the six teachers who combined their classroom role with that of Reading Recovery was prepared to continue in the program; however, all of the teachers who had not carried classroom responsibilities in addition to their Reading Recovery duties intended to remain in the program. Recommendations include thoroughly assessing the school need for Reading Recovery; opening the Reading Recovery teaching position to applications from all staff; and concerted support for the Reading Recovery teacher. (Contains five tables of data and 12 extracts from teachers' journals; a sample teaching load (consisting of teacher comments on four students) is attached.) (RS)

ED 369 052 CS 011 670

Rockin' Readers Handbook.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Office of Business and Citizen Partnerships.
PUB DATE- 91
NOTE- 29p.; For coordinator handbook, see CS 011 671.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Developmental Stages; Early Intervention; *High Risk Students; *Intergenerational Programs; Older Adults; Primary Education; Program Descriptions; Program Effectiveness; Program Evaluation; *Reading Aloud to Others; Reading Improvement; *Reading Material Selection; Volunteers
IDENTIFIERS- *Florida (Alachua County)

Designed for use by volunteers in the program, this handbook describes the "Rockin' Readers" program, in which senior-citizen volunteers are matched with specifically targeted at-risk children in Alachua County, Florida, who tested below their peer group in language development and reading readiness skills. The handbook notes that each volunteer read aloud to the same child weekly, sharing the love of stories and an awareness of reading with that child. The handbook discusses the benefits of read aloud; the job description for a Rockin' Readers volunteer; working with students; intellectual, social, and emotional development of 4-, 5-, 6-, and 7-year-old children; getting started; "do's and dont's" of reading aloud; tips on selecting good books; and a list of 75 predictable books, wordless picture books, picture books with text, poetry, and concept books recommended for reading aloud to children. Contains 20 references and 11 notes. (RS)

ED 369 053 CS 011 671

provide the last direct ties with the field's pioneers. The proposed project focuses on developing an understanding of: (1) the impact of educational events and important personalities through the capturing of vital incidents; (2) teaching/literacy profession as a whole and also the various hierarchical status groups of the past; and (3) current academic generations. Fundamental activities to be undertaken during the "prestudy" phase focus upon the identification of both the individuals who are to undertake the oral histories and also those individuals who will be interviewed. Existing professional associations and selected institutions of higher education will need to cooperate for the project to be successful. The training program for project participants should employ a form of the trainer of trainers model, similar to the model used in the Reading Recovery program. Immediate dissemination activities would include journal articles and conference presentations. Long-term dissemination activities would come about as scholars had the opportunity to study and write about the materials collected by participants. The collection of materials generated by the project should be carefully preserved. (Contains 20 general references and 38 references for oral history projects in literacy.) (RS)

ED 369 073   CS 011 692

Hicks, Karen; Wadlington, Beth
The Efficacy of Shared Reading with Teens.
PUB DATE- Mar 94
NOTE- 12p.; Paper presented at the Association for Childhood Educational International Study Conference (New Orleans, LA, March 30-April 2, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescent Literature; Adolescents; Grade 8; *Instructional Effectiveness; Junior High Schools; Middle Schools; *Reading Aloud to Others; *Reading Attitudes; *Reading Improvement; *Reading Material Selection; Reading Strategies; Vocabulary Development
IDENTIFIERS- Shared Book Experience; *Shared Reading

An instructional strategy adapted the Big Book reading experience to the adolescent student to increase enthusiasm for reading, vocabulary development, and sound word attack and comprehension strategies. Criteria for choosing books to read aloud with teenagers include: (1) select well written books; (2) select books that reflect students' interests and experiences; (3) select books that reflect warmth, humor, and emotions that teens can identify with; (4) select books from a variety of categories of literature; and (5) allow students to help select books for reading aloud. A college professor "borrowed" an eighth-grade class in a laboratory school to pilot the shared reading program. The professor read aloud to the students for 15 to 20 minutes each day after lunch, tracking her finger along transparencies on an overhead projector. Strategies for learning new vocabulary words in context and reading strategies were modelled, and class discussion followed. Student comments indicated that little learning was taking place. Extensions that would strengthen the oral reading include writing in double entry diaries written during instructional reading time. The professor concluded that teenage reluctant readers would receive the most benefit from using the shared book experience. With the very capable readers in the pilot study, perhaps a book selection with which the majority of the class would edition refines the presentation of two earlier editions to make it more useful for teachers who are setting up and teaching emergent literacy programs. The book elaborates on the practical applications of the material to keep pace with the rapid progress teachers have made in carrying out emergent literacy and whole-language programs. The book also recognizes that there are many kinds and purposes for writing, and that children need a balanced range of them. Chapters in the book are: (1) A Child Discovers How to Write; (2) The Precursors of Writing; (3) What Children Do with Early Graphics; (4) Invented Spelling; (5) Learning Standard Spelling; (6) Making Progress in Spelling; (7) Functions and Forms in Children's Composition; (8) Writing in the Expressive Mode; (9) Writing in the Poetic Mode; (10) Writing in the Transactional Mode; and (11) Writing: The Child, the Teacher, and the Class. An epilogue (Classroom Environments for Reading and Writing Together) is attached. (RS)

ED 369 092 CS 214 290

Conventions of Language Study--English 30 Diploma Examinations January and June 1993. Major Assignment: Literature Composition 3-Satisfactory on Matters of Convention.
PUB DATE- 93
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- English; *Error Analysis (Language); Evaluation Methods; Foreign Countries; High Schools; Spelling; *Student Evaluation; *Writing Achievement; *Writing Evaluation; Writing Research; *Writing Tests
IDENTIFIERS- Alberta Grade Twelve Diploma Examinations; Error Monitoring

A study examined the issue of language correctness in Alberta's English 30 diploma examination papers written in January and June 1993 which received a score of "satisfactory" on matters of convention. A total of 160 papers (which received either a score of "satisfactory" on all scoring categories, scores of "limited" on thought and detail but satisfactory on matters of convention, or scores of "proficient" on thought and detail but satisfactory on matters of convention) were selected at random. Five English 30 teachers, all experienced diploma exam markers, read the essays and classified the errors in each of the papers. Results indicated that graduating students can spell quite well even under trying conditions, but that: (1) the kinds of problems that emerged were syntactical and semantic problems not easily "corrected" or even identified by people who are not highly trained; and (2) the kinds of error that confused meaning created more havoc than surface or "cosmetic" errors. The reviewers and a group of teachers who had just completed marking the June 1993 exams drafted a revision of the scoring guide based on these findings. The revised criteria for "Matters of Convention" were renamed "Matters of Correctness" and are quite specific. (Contains seven tables and two figures of data; the conventions of language study grid, the original scoring guide, and the revised scoring guide are attached.) (RS)

ED 369 093 CS 214 291

Knoeller, Christian
Re-Negotiating Authority in Composition: Student-Led Discussions and the Interpretation of Text.
PUB DATE- Mar 94
NOTE- 16p.; Paper presented at the Annual Meeting of the

Comparison of data gathered in the late 1970s to data gathered in the early 1990s indicates that while communication researchers remain convinced that effects of intercultural mass media exist, they also acknowledge that no clear, useful theoretical framework exists. Data were analyzed, compared, and reported in the late 1970s from three sites--Iceland, northern Minnesota, and Quebec. Data were gathered concerning television viewing habits, source of television broadcasts (from Canada, the United States, Iceland), or no television at all and the perceived effects of television viewing. Comparison of these studies indicated that: (1) even using the same measures, different cultural settings resulted in different outcomes; (2) the effects of media, interpersonal, and sociolinguistic variables were not uniform for different categories of dependent variables; and (3) changes in attitudes, agendas, and information levels had complex causes with many contributing factors. Comparisons of these studies to those done in the early 1990s indicated that not much had changed. Both sets of studies have the same four problems: the findings across settings were not consistent; the theoretical frameworks were not useful in explaining the inconsistencies; obtaining sufficient control over independent and extraneous forces was difficult; and the strength of the effect was small. Researchers should avoid dogmatic over-generalization of findings in the absence of a suitable theory. (Contains 24 references.) (RS)

ED 369 112 CS 508 549

Lervold, John D.
The Classroom as a Third-Culture: Contemporary Perspectives Regarding Multicultural Communication Education.
PUB DATE- 25 Feb 94
NOTE- 20p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cultural Context; Cultural Differences; Curriculum Development; Elementary Secondary Education; Ethnocentrism; Higher Education; *Intercultural Communication; Literature Reviews; *Multicultural Education; Research Needs; Teacher Role
IDENTIFIERS- Culture Based Curriculum

This paper reviews and analyzes current literature addressing the issue of multicultural communication education. The notions of ethnorelativity and relational empathy are investigated in the paper and introduced as the components of third-culture building (a dynamic and creative process through which individuals construct a new and mutually advantageous group reality). The paper then examines the theory regarding third-culture building, and its relevance to communication education in multicultural settings are questioned and noted. The paper also discusses intercultural communication curriculum development and the role of the multicultural communication instructor. The concluding section delineates areas of concern and suggestions for future research. Contains 22 references. (RS)

ED 369 113 CS 508 550

Shelton, Michael W.

consumption and cultural values of success and materialistic advancement. Illinois had worked under an educational model of additive and distributive consumption for many years. This model cause problems in the 1970s and 1980s as the economy slowed and fewer resources were available for schools. As educational needs have increased, state resources have decreased and local authorities have been given new responsibilities with little additional resources. These local resources are limited by property values that vary widely in the state and lead to inequities in educational funding. Also, as populations age, local communities are less willing to increase their burden for increased education spending. Under a new system, the definition of equity can no longer be the right to consume equally. Participation and collaboration must prevail over individualism. And students must be prepared for the age of information and technology. (Contains 7 references.) (JPT)

ED 369 131 EA 025 422

Tracking Our Schools, 1992: Strategies for Achieving Educational Goals. Kentucky's Annual Report to the President.
PUB DATE- 93
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Annual Reports; *Educational Change; *Educational Equity (Finance; Educational Objectives; Educational Planning; Education Work Relationship; Elementary Secondary Education; Higher Education; *Labor Force Development; Lifelong Learning; School Readiness; *State Legislation
IDENTIFIERS- *Kentucky; *National Education Goals 1990

During the 1990s, Kentucky has undergone an extensive educational renaissance guided by three milestones: enactment of the 1990 Kentucky Education Reform Act (KERA); creation of the nation's first Workforce Development Cabinet; and development of the Kentucky Strategic Plan for Higher Education in Kentucky. This report to President Bush describes over 60 of Kentucky's education initiatives and correlates them with 6 national education goals for readiness, school completion, achievement, citizenship, and literacy. Under KERA's goals, schools will: (1) expect high achievement from all students; (2) develop students' communication, thinking, and problem-solving abilities; (3) increase school attendance; (4) reduce dropout and retention rates; (5) reduce physical and mental health barriers to learning; and (6) be measured by students' successful transition to work, postsecondary education, and the military. KERA involves key changes in finance, governance, curriculum, assessment, health and human services, and professional development. Kentucky was the first state to address the critical area of education, training, and lifelong learning for adults through its Cabinet for Workforce Development. The Council on Higher Education Initiatives strengthens and expands cooperative efforts of the 1980s, aiming to improve educational quality and effectiveness, provide equal educational opportunities, improve citizens' educational attainment, and contribute to the state's economic development. (MLH)

ED 369 132 EA 025 495

Lockwood, Anne Turnbaugh

schools and industry under federal transfer guidelines. The overall aims of the project are to generate educational materials to achieve current educational goals on the national level and support the real-life implementation of technology in the classroom. (KDP)

ED 369 151 EA 025 750

Amundson, Kristen
Keeping Spirits High: Renewing Our Commitment to Education.
PUB DATE- 93
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Burnout; Elementary Secondary Education; Personality Development; Self Actualization; *Self Motivation; *Stress Management; Stress Variables; *Teacher Motivation

This booklet is a tool to help teachers find ways to keep their commitment to education strong. It shares success stories of educators who have kept their professional dedication alive, despite day-to-day hassles and significant obstacles. It also outlines steps teachers can take to keep their energy levels high. In each section space is provided for educators to write down reflections, goals, and ideas. The first of two sections explains some tips for experiencing personal renewal. For example, one tip involves writing down a list of 10 things that make a difference to someone. Since it is important to keep all aspects of a teacher's life sharp, this booklet lists four areas that teachers should sharpen to feel personal renewal: (1) physical health; (2) meeting social and emotional needs; (3) spiritual fulfillment; and (4) mental exercise. A good sense of humor keeps spirits high and wards off stress. Section 2 details activities and methods that lead to professional growth. Teachers should read outside materials and apply the readings to their teaching. Other tips for professional growth include taking a course or workshop, becoming a mentor, and applying for a grant. (KDP)

ED 369 152 EA 025 751

Hunter, Alyce
Magnet Magic: A Consideration of Choice and Change.
PUB DATE- Feb 94
NOTE- 25p.; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (New Orleans, LA, February 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Change Strategies; *Educational Change; Elementary Secondary Education; Intermediate Grades; Junior High Schools; *Magnet Schools; Middle Schools; Nontraditional Education; Organizational Change; School Restructuring

Change theories provide administrators with helpful insight into the "whys" and "hows" of successful magnet program initiation and implementation. Educational change involves two determining factors: direction (movement) and rate (speed). The actual process of change can be divided into phases of adoption, faced: student/student conflict, staff accused of prejudice, and staff insensitivity. Avenues for obtaining materials for the classroom are given, as well as contacts for inservice speakers. The guide identifies principals with multicultural programs currently in place, and principals in schools with 9 percent or greater of any minority. Additionally, it identifies 94 principals willing to network giving their phone numbers and schools and listing them by programs in place, situations faced, and experience with minorities. A matrix indicates the multicultural activities each principal is using. (KDP)

ED 369 172 EA 025 790

Harvey, Barbara H.
The Effect of Class Size on Achievement and Retention in the Primary Grades: Implications for Policy Makers.
PUB DATE- 18 Mar 94
NOTE- 37p.; Paper presented at the Annual Meeting of the North Carolina Association for Research in Education (Greensboro, NC, March 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Academic Failure; *Class Size; *Grade Repetition; Primary Education; Program Effectiveness; Public Schools; *Student Development
IDENTIFIERS- Project STAR

Retention of students began soon after the introduction of graded elementary schools in the mid-1800s. As early as 1911, research started to show that retention failed to remedy the difficulties of academic achievement and social adjustment exposed through graded schools. Educators today have a number of options other than retention designed to help students who are not meeting grade-level standards. One of those options is enrolling students in smaller classes. Using the Project STAR database, this study examined whether class size remediates achievement scores of kindergartners and first graders once they have been retained. The study examined data on retained kindergartners and first graders to determine common demographic characteristics and school type and the effect of class size on academic achievement. Retained students' achievement scores in reading and math on the Stanford Achievement and the Basic Skills First tests were analyzed in three class sizes: small (13-17 students), regular (21-25 students), and regular with an aide. The average kindergarten and first grade retainee was poor, white, male, and attended a rural school. The study found that there was no significant difference among retainees at either grade level between or among classes. Also, class size did not remediate poor academic achievement. (Contains 31 references.) (JPT)

ED 369 173 EA 025 791

Levin, Benjamin
Democracy and Education, Students and Schools.
PUB DATE- Feb 94
NOTE- 32p.; Paper presented at the Conference "Under Scrutiny Again: What Kind of Secondary Schools Do We Need?" (Vancouver, British Columbia, Canada, February 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)

Early Adolescents" (Alan Bain); (6) "What Happens after the First Job Placement: Vocational Transitioning among Severely Emotionally Disturbed and Behaviorally Disordered Adolescents" (Judith A. Cook et al.); (7) "Alternative Schools: Alternative Programs or Just Alternative Environments?" (Mary W. Schmidt et al.); (8) "Providing Interagency Mental Health Services to Emotionally/Behaviorally Disordered Students in a Rural Setting" (Barbara E. Bahnson and Ruth M. White); (9) "Parents and Teachers as Self-Evaluation Trainers for Adolescents with Behavioral Disorders" (Susan Rovet Polirstok); and (10) "Teacher Competency Testing: What Teachers of Students with Behavioral Disorders Need To Know" (Roberta S. Ramsey et al.). (DB)

ED 369 192   EC 302 919

Braaten, Sheldon L., Ed.; Wild, Estelle, Ed.
Programming for Adolescents with Behavioral Disorders, Vol. 5.
PUB DATE- 91
NOTE- 183p.; For previous volumes, see ED 248 623; ED 267 531; ED 305 815; and EC 302 918.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Academic Achievement; Adolescents; Agency Cooperation; *Behavior Disorders; Behavior Modification; Child Abuse; Classroom Observation Techniques; Counseling; Elementary Secondary Education; *Emotional Disturbances; *Interpersonal Competence; Interpersonal Relationship; *Intervention; Locus of Control; Mainstreaming; Occupational Therapy; *Pupil Personnel Services; School Community Relationship; *Social Integration; Student Motivation; Timeout; Transitional Programs

This collection of 13 author-contributed papers addresses various aspects of programming for students with behavioral disorders. Papers have the following titles and authors: (1) "System Support and Transition to Adulthood for Adolescents with Seriously Disordered Behaviors: Orchestrating Successful Transitions" (Eugene Edgar); (2) "Targets for Abuse: Children and Youth with Behavioral Disorders" (Michele D. McGuire and Renitta L. Goldman); (3) "Achievement, Locus of Control, and Study Orientation of Adolescents with and without Behavior Disorders" (Regina M. Foley et al.); (4) "Behavioral, Academic, and Social Competencies of Handicapped and Non-Handicapped Juvenile Offenders" (Robert E. Campbell and Lyndal M. Bullock); (5) "The Importance of Selected Aspects of Human Relationships in a Behavioral Management Program" (Philip DiMattia); (6) "Counseling as a Related Service: Are Emotionally Disturbed Students Being Left Out?" (Jerry B. Hutton and Lloyd Kinnison); (7) "Occupational Therapy: A Little Known, Underutilized, Related Service for Students with Behavioral Disorders" (Sally W. Schultz and Lyndal M. Bullock); (8) "Semantic Organizers and the BD Adolescent" (Susan Rovet Polirstok); (9) "Consumer Perspectives on Time-Out" (Frank H. Wood and Gordon Wrobel); (10) "An Eco-behavioral Observation Strategy for Clinical and Transition Program Assessment" (Jo M. Hendrickson); (11) "The Role of Public School Personnel in Non-Educational Issues: Interagency Interventions with the Home, Police, Shelters, Hospitals, and Other Social Service Agencies" (Michael D. Catania and Thomas Tebbe); (12) "Interagency Collaboration: A Working Model and a Case Study: The Norfolk Youth Network" (Leslie B. Arnold et al.); and (13) "Regular Classroom Integration of Adolescents with Emotional/Behavioral Disorders in Perspective" (Robert A. Gable and Virginia K. Laycock). (DB)

This report describes the results of a regional needs assessment of workforce issues related to the delivery of community-based services for children and adolescents with serious emotional disturbance or mental illness and their families in a region comprising 12 southern states. The assessment involved a survey of key stakeholders, principally parents, State mental health agency officials, local service providers, and advocates. The survey sought to identify the priorities of State child mental health systems over the next 5 years and the implications of these future directions for the workforce. The survey addressed issues related to recruitment and retention, staff distribution and utilization, staffing requirements for community-based children's services, preservice and inservice training, State capacity to address workforce issues, State-university linkages related to workforce concerns, and change strategies. Study findings include, among others: (1) mental health systems are heading in the direction of more and new types of community-based services, joint initiatives between child mental health and other child-serving systems, and development of new financing mechanisms; (2) new types of community-based services being developed are therapeutic foster care or family treatment homes, in-home services, day treatment programs, therapeutic group homes, intensive case management services, crisis intervention services, respite services, and community-based residential treatment centers; (3) 69 percent of those surveyed considered workforce issues to be at least as important as securing adequate funding; and (4) 71 percent believed that the major reason staff were not adequately prepared was because university curricula are not relevant to State priority areas. The survey instrument is appended. (JDD)

ED 369 211   EC 302 940

Division of High Schools: Public Law 100.297 (Formerly 89-313): Instructional Support Program, 1992-93. OREA Evaluation Report.
PUB DATE- 93
NOTE- 26p.; Prepared by the Student Progress Evaluation Unit.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Assistive Devices (for Disabled); Communication Aids (for Disabled); *Communication Skills; *Disabilities; *Electronic Equipment; Encyclopedias; High Schools; Program Effectiveness; Program Evaluation; *Reading Skills; *Reference Materials; Remedial Instruction; Special Schools; Student Adjustment; Theater Arts
IDENTIFIERS- Columbia Electronic Encyclopedia; Franklin Speaking Dictionary Companion; New York City Board of Education

The Division of High Schools Public Law 100.297 Instructional Support program serves eligible students, ages 12-21, who have entered New York City public schools after attending state-operated or state-supported settings and who are encountering difficulties adjusting to the high school special education environment. In 1992-93 the program served 317 eligible students from 78 schools. The program provided support for these students to improve reading and communication skills, based on direct training in the use of electronic instructional equipment and materials, specifically the Franklin Speaking Dictionary Companion and the Columbia Electronic Encyclopedia. In addition, a small sample of students was given the NYNEX Visionphone. The devices were given to the students on a home-loan basis in order to help them with skills in communication and the use of reference materials. Teacher coaches trained and supported students and maintained regular contact with parents.

indicators for all students, including students with disabilities, at the school completion level. Data managers from 36 states or territories reported that data are available for indicators in the Presence and Participation domain and the Contribution and Citizenship domain, but little data is available for the remaining six areas (Accommodation and Adaptation, Physical Health, Responsibility and Independence, Academic and Functional Literacy, Personal and Social Adjustment, and Satisfaction). Only 17 of the 77 indicators could be reported by at least seven states with minimal effort. Tables document the availability of data for each of the 77 indicators; the indicators for which at least seven states currently have data, could easily locate data, or could locate data with considerable effort; and each state's response concerning the level of availability of each indicator. It appears that new instruments and data collection systems will have to be established in order to document the extent to which students are reaching the outcomes valued by educators and parents. (JDD)

ED 369 229   EC 302 959

Spande, Gail E.; Thurlow, Martha L.
Matching State Goals to a Model of School Completion Outcomes and Indicators. Technical Report 9.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Feb 94
NOTE- 149p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Standards; *Disabilities; *Educational Objectives; *Graduation Requirements; High Schools; Models; *Outcomes of Education; *State Standards

The National Center on Educational Outcomes (NCEO) has formulated a conceptual model of educational outcomes, including eight major domains, that is appropriate for all students, including those with disabilities. This document presents the results of matching 17 states' expected outcomes and the NCEO outcomes at the level of school completion. States included: Arkansas, Colorado, Florida, Georgia, Hawaii, Indiana, Kansas, Kentucky, Louisiana, Michigan, Minnesota, New Hampshire, New Mexico, New York, Texas, Vermont, and Virginia. The analysis was conducted by matching states' goals to NCEO's domains, outcomes, and indicators, and matching NCEO domains, outcomes, and indicators to state goals. In general, the matching activity suggests that there is considerable correspondence between domains and outcomes in the NCEO model and state outcomes. Each of the NCEO domains is addressed by at least two states, and the Academic and Functional Literacy domain is included in all 17 states' lists of expected outcomes. Most of the states had goals in at least five NCEO domains. There were few state outcomes that were not addressed in the NCEO model. (JDD)

ED 369 230   EC 302 960

Ysseldyke, James; And Others
Implementation of Alternative Methods for Making Educational Accountability Decisions for Students with Disabilities. Synthesis Report 12.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Mar 94

were surveyed to obtain information about changes in their procedures for collecting data by race/ethnicity and their procedures to monitor local districts where overrepresentation is identified. The analysis built on a 1991 study by the staff of the Arkansas Department of Education. Findings are discussed and illustrated in tabular form. Administrative practices are described for six states that have developed formal follow-up procedures subsequent to a finding of overrepresentation in a local district. These states are Arkansas, California, Illinois, Massachusetts, New Mexico, and Pennsylvania. The analysis concludes that, although there has been an increase in the number of states that collect child count data by race/ethnicity, few states have mechanisms for addressing the overrepresentation issue once a district is suspected of having some disproportionality. Three recommendations are offered to address this issue: (1) data should be collected by all states by gender, race, and ethnicity; (2) further analysis of state enrollment data is needed to get a more accurate picture of the state dimensions of this problem; and (3) collaboration should continue among government, experts, and stakeholders to support the development of solutions to this problem. (Includes 14 references.) (DB)

ED 369 248   EC 302 980

Reauthorization of the Technology-Related Assistance for Individuals with Disabilities Act. Hearing before the Subcommittee on Select Education and Civil Rights of the Committee on Education and Labor. House of Representatives, One Hundred Third Congress, First Session (June 10, 1993).
PUB DATE- 94
NOTE- 127p.; Serial No. 103-36.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accessibility (for Disabled); Accountability; *Assistive Devices (for Disabled); *Disabilities; Federal Aid; *Federal Legislation; Financial Support; Government Role; Hearings; Information Dissemination; Organizations (Groups); *Public Policy; Research and Development; State Programs; *Technological Advancement
IDENTIFIERS- Congress 103rd; *Technology Related Assistance Individ Disabil Act

This text of a hearing on the reauthorization of the Technology Related Assistance for Individuals with Disabilities Act of 1988 addresses such issues as clearer standards of accountability, establishment of low-interest loan programs for consumers, increased assistive technology training, outreach to minority populations, dissemination of information across State lines, and continued development of assistive technologies. The text contains delivered statements by representatives of the United Cerebral Palsy Association, the New York State Department of Education, the North Carolina Assistive Technology Project, the New Mexico Technology-Related Assistance Project, the Office of Special Education and Rehabilitative Services, the Office of Management and Budget, and the National Institute on Disability and Rehabilitation Research. Additional prepared statements and supplementary materials are included from the Electronic Industries Association Consumer Electronics Group and Congressional representatives Harris W. Fawell (Illinois) and Major R. Owens (New York). (DB)

American cultural and educational beliefs and practices. The educational suggestions it advances are based on established SLA theory and practice and reflect trends toward whole-language, student-centered learning. (Contains 26 references.) (MDM)

ED 369 269 FL 022 003

Schneider, Carol
A Teacher's Guide to Choosing a Secondary Foreign Language Textbook.
PUB DATE- 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- High Schools; *Language Teachers; Participative Decision Making; *Second Language Instruction; Second Language Programs; *Teacher Role; *Textbook Evaluation; *Textbook Selection

This paper discusses steps that high school foreign language teachers can take to select appropriate textbooks for their classes. Teachers should: (1) determine their department's philosophy; (2) look at their students' needs; (3) ask department members for suggestions; (4) review school district guidelines; (5) examine as many textbooks as possible; (6) contact sales representative for sample textbooks, materials, and presentations; (7) examine the current textbook in use; (8) examine and compare textbooks; (9) teach sample lessons from various texts; (10) find out what other school districts are using; (11) talk to colleagues; (12) observe classes being taught with various texts; (13) discuss possible choices; (14) involve students in the process; and (15) make a selection. (Contains 4 references.) (MDM)

ED 369 270 FL 022 004

Katchen, Johanna E.
Turning the Tables: Choose the Videos, Construct the Course.
PUB DATE- Apr 93
NOTE- 20p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (27th, Atlanta, GA, April 13-17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Broadcast Journalism; Course Descriptions; *Curriculum Development; *English (Second Language); Foreign Countries; Higher Education; *Media Selection; *News Reporting; *Second Language Instruction; *Videotape Recordings
IDENTIFIERS- Music Videos; Taiwan

This paper discusses the creation and implementation of a one-semester English as a Second Language (ESL) course in Taiwan that is built around videotape recordings of English used in television programs in various contexts. The course uses common television programs, such as news broadcasts, music videos, travel programs, and commercials, to introduce students to used in daily classroom activities and in midterm and final oral examinations. The results of this technique were compared with a more conventional instructional method used with the same courses in the 1990-91 academic year. It was found that role playing encouraged: (1) most students to actively participate in class; (2) students to spend more time outside of class practicing both individually and in groups to prepare for presentations; (3) vocabulary, grammar, and phonetic skills; (4) students to continue to study Chinese; (5) students' creativity; and (6) relationships among students by providing them with opportunities to work together. A survey found that 11 of the 12 students enrolled in the second-semester role playing Chinese course liked role playing as both a learning and examination approach. (Contains 8 references.) (MDM)

ED 369 290 FL 022 074

Strong, Gregory
Teaching Writing with Small Groups.
PUB DATE- Dec 93
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Journal Articles (080)
DESCRIPTORS- *Classroom Techniques; Educational Change; English (Second Language); Foreign Countries; Higher Education; Revision (Written Composition); Secondary Education; *Second Language Instruction; *Small Group Instruction; Student Evaluation; Teacher Role; *Teaching Methods; Writing Exercises; *Writing Instruction; Writing Research; *Writing Strategies

Until recently, writing instruction had been dominated by an emphasis on rhetorical forms, rules, and written products. This view has been superseded for the most part by a mode of instruction whereby teachers assist students in developing planning and revising skills, with less emphasis on grammatical rules. Similar trends are evident in second language instruction, where brainstorming, word mapping, journal writing, sentence combining, and peer evaluation activities are being used to help students develop planning and revising skills in the target language. Many of these activities are especially effective when used in small group instruction. Examples and discussions of these activities are included. Contains 42 references. (MDM)

ED 369 291 FL 022 075

Wesche, M.; Paribakht, T. Sima
Enhancing Vocabulary Acquisition through Reading: A Hierarchy of Text-Related Exercise Types.
PUB DATE- Mar 94
NOTE- 24p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (Baltimore, MD, March 5-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classification; Classroom Techniques; College Students; Comparative Analysis; English (Second Language);

International Cooperation; *Peer Evaluation; Program Evaluation
IDENTIFIERS- Germany; Netherlands; United Kingdom

This study assessed the possibility of providing valid and reliable comparisons of the quality of higher education across national lines. The study compared college economics programs in Germany, the Netherlands, and the United Kingdom in a two stage process. First descriptive information about systems and study programs was gathered and analyzed. Second, an international peer review of selected study programs was conducted by economics experts who formed an international peer committee and met during a 2-day meeting to discuss documentation prepared in the first stage. Analysis concluded that the process did obtain a balanced view of the study programs. Peers also thought that the review meeting only partly reached its objectives and that a series of meetings rather than one session would be more effective. A conclusion of the peer review group was that the within-country differences were so large as to make it difficult to assume the national level to be homogeneous enough to use it as the level of comparison. Therefore, the appropriate level of comparison appeared to be at the study program level rather than at the national level. Appendixes contain peer review reports, documentation prepared for the peer review, and peer review evaluation forms. (Contains 42 references.) (JB)

ED 369 311   HE 027 349

Creal, Richard C.; Beyer, Kirk D.
Administrative Compensation Survey. 1993-94.
PUB DATE- 94
NOTE- 123p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical
(143),Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrators; Church Related Colleges; *Compensation (Remuneration); Doctoral Programs; Females; Higher Education; Males; Minority Groups; National Surveys; Private Colleges; Public Colleges; *Salaries; Sex Differences; Two Year Colleges

This 17th edition of the administrative compensation survey serves as a benchmark resource on administrative salaries for the higher education community. The survey is designed to provide a broad range of salary data to enable decision makers to evaluate their current pay levels and plan their compensation budgets appropriately. The survey reports salary data on 171 administrative positions common to most higher education institutions, based on responses from 1,417 colleges and universities. An introduction describes survey methodology and offers a profile of participating institutions. General tables are presented on: median salary by position and by budget quartiles for all institutions, for public institutions, for private/non-religious institutions, and for private/religious institutions, and median salary by position and by enrollment quartiles for the same categories of institutions. Comparative tables are then presented on: salary percentiles by position for all doctoral, comprehensive, general baccalaureate, and 2-year institutions, and salary percentiles by position by institutional budget range. Special tables present data comparing salaries of males and females, minorities and nonminorities, inside and outside hires, and median years of service. Appendices provide a list of responding institutions, a salary comparison worksheet, and a

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Career Counseling; *Career Development; *Career Planning; *Counselor Role; Family Work Relationship; *Futures (of Society); *Quality of Working Life; Vocational Aptitude; Vocational Evaluation
IDENTIFIERS- *Life Planning

This book contains seven articles intended to help counselors guide people in career and life planning. Both new directions in career planning and new directions in the workplace are discussed. The following articles are included: "Career and Life Planning: A Personal Gyroscope in Times of Change" (Judith A. Waterman); "Career Development for Empowerment in a Changing Work World" (Dennis T. Jaffe, Cynthia D. Scott); "Using the Strong Interest Inventory and the Myers-Briggs Type Indicator Together in Career Counseling" (Jean M. Kummerow); "Competency Profiling: A New Model for Career Counselors" (Richard J. Mirabile); "The Realignment of Workers and Work in the 1990s" (Andrea Saveri); "Meeting the Needs of the Multicultural Work Force" (David C. Wigglesworth); and "Working Couples: Finding a Balance between Family and Career" (Mark Guterman). (KC)

ED 368 855 CE 064 447

Beder, Hal
Adult Literacy: Issues for Policy and Practice.
PUB DATE- 91
NOTE- 182p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Educational Practices; *Educational Research; Educational Trends; Education Work Relationship; *Literacy Education; *Outcomes of Education; *Participation; Student Motivation

Based on three studies of adult literacy in Iowa, this book identifies policy issues raised by research on adult literacy and recommends solutions. It also examines adult literacy education from the perspective of the learners themselves in order to inform improved practice. The book addresses six basic questions that are the topics of the first six chapters: What is adult literacy and adult literacy education? What factors define and describe the adult literacy population? What motivates adult literacy students to attend? Why do many of those eligible for adult literacy education elect not to participate? What are the outcomes and impact of adult literacy education, and What are the implications of the analysis for adult literacy and policy? A seventh chapter contains recommendations for practice and for research and a conclusion. The book is indexed by author and by subject. (Contains 155 references.) (KC)

ED 368 856 CE 064 661

Blunt, Adrian, Ed.
Annual Adult Education Research Conference (AERC) Proceedings (33rd, Saskatoon, Saskatchewan, Canada, May 15-17, 1992). Revised Edition.
PUB DATE- Oct 92
NOTE- 389p.; For the 31st Proceedings, see ED 357 160.
LANGUAGE- English

Assessing the Need, Acceptability, and Available Resources for Adult Literacy Staff Development through Distance Education in Rural Pennsylvania and Recommended Models To Meet the Needs.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 30 Jun 93
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Basic Education; Delivery Systems; *Distance Education; Educational Needs; Feasibility Studies; *Literacy Education; Models; *Needs Assessment; *Rural Areas; *Staff Development; State Surveys; Teacher Attitudes
IDENTIFIERS- 353 Project; *Pennsylvania

A study examined the acceptability of distance education as a means of staff development for literacy and adult basic education (ABE) providers in rural Pennsylvania and the perceived need and available resources for such a program. The major project activities were a review of the literature on literacy staff development by distance education in the United States and Canada and a survey of literacy program administrators, teachers/staff, and volunteers throughout rural Pennsylvania. Of the 306 surveys mailed out, 138 (45%) were returned and 122 (40%) were considered usable. Staff development was found to be more important to administrators and teachers/staff than to volunteers. Although access to equipment for distance education delivery was discovered to be problematic, it was determined that an interactive audio system for distance education of literacy and ABE providers can be put in place economically with minimal training and can be upgraded over a 5-year period. Appended are a list of regional coordinators contacted, statistics from the survey, and the literature review. (Contains 20 references.) (MN)

ED 368 875 CE 066 024

Hawk, Kim; And Others
A Cooperative Family Literacy Project. Special Demonstration Project.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 30 Jun 93
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Basic Skills; Cooperative Programs; Demonstration Programs; Economically Disadvantaged; Educational Cooperation; *High Risk Students; Human Services; Junior High Schools; Junior High School Students; *Literacy Education; *Parent Education; *Parenting Skills; Workshops
IDENTIFIERS- 353 Project; *Family Literacy

The Fayette County Community Action Agency, Inc. developed the Family Literacy Project, an innovative cooperative family literacy project with the Uniontown (Pennsylvania) School District. The project's purpose was to provide economically and educationally disadvantaged parents of teenagers with the following: basic skills instruction, instruction in parenting using the Lee Canter Assertive Discipline and Homework without

Vocational and Career Education.
PUB DATE- Feb 94
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Reading Programs; *Community Programs; Educational Legislation; *Educational Needs; Educational Objectives; *Educational Practices; *Educational Trends; Financial Support; Glossaries; *Literacy Education; National Surveys
IDENTIFIERS- 353 Project; National Literacy Act 1991

This handbook, which is an outgrowth of educational workshops for Portage County (Ohio) Literacy Coalition members, is intended as an introductory text for individuals desiring to become effective supporters of adult literacy efforts in local communities. The context and purpose of the handbook's development are explained in the introduction. Presented next is a decade-by-decade review of the historical context of adult literacy in the United States from 1900 to the present. The next (main) section examines the following current issues in adult literacy: the definition of what it means to be a literate adult in U.S. society, the findings of the National Adult Literacy Survey (NALS), the lack of sufficient funding for most adult literacy programs, challenges regarding recruitment and retention of adult literacy students, and the status of teachers and philosophy underlying instruction in adult programs. Concluding the handbook are a list of important acronyms and terms in adult literacy, a 17-item list of suggested readings, and the address of the Ohio Literacy Resource Center. Appended are a list of six national education goals by the year 2000, major provisions of the National Literacy Act of 1991, and major findings from the NALS. (MN)

ED 368 894 CE 066 076

Cotton, Gail, Ed.; Mannino, Lewie, Ed.
A Plan to Implement a Pre-Military Development Program.
SPONS. AGENCY- National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.
PUB DATE- Jun 91
NOTE- 315p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Basic Skills; Career Counseling; Educational Certificates; Employment Potential; *High Risk Students; Individualized Education Programs; Learning Modules; Marketing; Military Personnel; *Military Training; Postsecondary Education; *Program Development; Program Evaluation; Program Implementation; *Student Certification; *Student Recruitment; *Young Adults
IDENTIFIERS- Premilitary Programs

This manual provides technical and practical assistance to teams of professionals who are interested in replicating a premilitary program. The stated purpose for the program is to help prepare young men and women to become qualified for military recruitment so they might reap the benefits provided

European Seminar: "New Training Models and Strategies for SMEs in Europe" (Valencia, Spain, October 4-5, 1993).
PUB DATE- Mar 94
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Education; Cooperation; Coordination; Developed Nations; *Entrepreneurship; Foreign Countries; Job Skills; *Job Training; *Labor Force Development; *Small Businesses; Vocational Education
IDENTIFIERS- European Community

A seminar disseminated and discussed the findings of a study carried out on the problems of small and medium-sized enterprises (SMEs) in accessing training and the support strategies applied in the 12 member states of European Community. Input was solicited from experts regarding the priorities of 11 strategies. Organizers used this information to conduct six roundtables on market orientation, new approaches to training, training of SME organizers and trainers, cooperation for training, self-employment and cooperatives, and employers' associations and sectoral organizations. They also organized two lectures on support initiatives for national and transnational SMEs and SME support measures employed by the autonomous government of Valencia, Spain. A number of general conclusions were drawn in the seminar and led to these recommendations: to encourage a positive social climate in the SMEs that will stimulate continuous training; to base training on a consistent and more business-oriented approach; to give the small entrepreneur enough information to select the most appropriate training; to transcend the traditional concept of training; to promote development of training products adapted to concrete objectives; to strengthen the occupational profile of the SME trainer; to promote cooperation between SMEs; and to stimulate training supply and demand through public support measures. (YLB)

ED 368 913 CE 066 146

Brittan, Jessica
An Introduction to Numeracy Teaching.
PUB DATE- Oct 93
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Basic Skills; Educational Certificates; Educational Testing; Foreign Countries; Literacy Education; *Material Development; *Media Selection; *Numeracy; *Student Certification; *Student Evaluation; *Teaching Methods
IDENTIFIERS- Great Britain

Intended for numeracy tutors, teachers, and trainees, this handbook provides guidance about teaching numeracy. Chapter 1 examines the extent of the numeracy problem in Great Britain, the kind of experiences that students may encounter in grappling with numerical concepts, and the range of ways in which numeracy is taught. Chapter 2 includes four profiles of students from diverse backgrounds and with different mathematical backgrounds and needs. The case studies are used in later chapters to illustrate various teaching techniques, styles, and approaches. Chapter 3 looks at the following: methods used to assess students; what it is that teachers try

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Community Development; *Decision Making; Extension Education; Guidelines; *Problem Solving; *Strategic Planning

Strategic planning (SP), which has been used since the 1960s by business and industry, is now being used by schools, municipalities, universities, and even churches. SP is a process designed to assist groups in developing a custom-designed plan to meet the specific needs of their own organization or community. The following are five important requirements of SP: broad-scale information gathering, broad-based communication and participation, divergent interests and values, exploration of alternatives, and examination of possible consequences of current decisions. Despite its proven benefits, SP is not for every community. Two circumstances in which communities should not become involved in SP are as follows: (1) if the community lacks the skills, financial and human resources, and commitment required for key decision makers to produce a viable plan; and (2) if implementation of the strategic plan developed is unlikely. The four basic steps in SP are organizing, analyzing, strategizing, and implementing. As communities engage in systematic SP, they will likely experience many of the following identified benefits: efficient use of scarce resources, improved coordination, community consensus, increased public awareness, strengthened competitive position, forward thinking, and focus of community efforts on key issues. (MN)

ED 368 931 CE 066 220

Jelinek, James J.
Reconstructing Correctional Education on the Basis of New Critical Realities. Implications for Teachers, Administrators, and Policymakers.
PUB DATE- Nov 93
NOTE- 38p.; Keynote address presented at the Annual Conference of the Correctional Education Association, Region VII (Los Angeles, CA, November 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Achievement Tests; Adult Education; *Correctional Education; *Cultural Influences; *Educational Change; Ethnic Groups; Futures (of Society); Student Evaluation; Urbanization
IDENTIFIERS- Arizona; California; Hawaii; Mexico; Nevada

In the region encompassing Arizona, California, Hawaii, Mexico, and Nevada, the tremendous gap between technological progress and social problems is fraught with new critical realities that mandate new approaches for correctional education. Critical realities challenge this region as it grapples with shifts in demographics, inconsistent social mores, global economic realities, new education paradigms, and increases in antisocial behavior. Nine basic lessons are inherent in new critical realities: a change in one part of the culture has an impact on the other parts of it; the feeling is that daily life is getting more squalid, expensive, and dangerous; the task of those in correctional education is to show that the so-called dilemmas are really solvable problems; broad education is the cure for racial antipathies; people must not be content with a philosophy of progress but must study it and try to improve it;

participant questionnaire follow the session materials. Other contents include masters for all handouts and transparencies needed in the sessions. (YLB)

ED 368 950 CE 066 298

Exercise: Benefits for Body and Mind. Student Workbook. Health Promotion for Adult Literacy Students: An Empowering Approach.
SPONS. AGENCY- New York State Education Dept., Albany. Bureau of Continuing Education Program Development.
PUB DATE- 94
NOTE- 39p.; For the related teacher's guide, see ED 362 758. For other related documents, see ED 362 757-763 and CE 066 299-303.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Students; Body Composition; *Exercise; Health Education; Health Promotion; Heart Rate; High Interest Low Vocabulary Books; *Independent Study; Instructional Materials; Learning Activities; *Literacy Education; Muscular Strength; *Physical Fitness; Running; Units of Study; Workbooks

This workbook was developed to help adult literacy students learn about exercise and physical fitness. It contains information sheets and student worksheets, coordinated with an audiotape that is available. Some of the topics covered in the workbook are the following: benefits of exercise; stress; aerobic versus anaerobic exercise; exercise programs; maximum heart rate; nutrition; body composition; differences between the sexes; ways to fit more exercise into one's life; setting exercise goals; and exercising safely. Two appendixes provide information on caring for the back and special tips for walking and running; a glossary lists 41 terms that are underlined in the workbook. (KC)

ED 368 951 CE 066 299

First Aid: Helping Yourself, Helping Others. Student Workbook. Health Promotion for Adult Literacy Students: An Empowering Approach.
SPONS. AGENCY- New York State Education Dept., Albany. Bureau of Continuing Education Program Development.
PUB DATE- 94
NOTE- 65p.; For the related teacher's guide, see ED 362 759. For other related documents, see ED 362 757-763 and CE 066 298-303.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Students; *First Aid; *Health Education; Health Promotion; High Interest Low Vocabulary Books; *Independent Study; Injuries; Instructional Materials; Learning Activities; *Literacy Education; Units of Study; Workbooks

This workbook was developed to help adult literacy students learn about first aid in order to help themselves and others. It contains information sheets, student worksheets, and answers to the worksheets. The information sheets are coordinated with an available audiotape. Some of the topics covered in the workbook are the following: handling an emergency; first aid for adults, children, and infants (breathing, bleeding, shock, injuries, poisoning, breaks and sprains burns, choking, heart attacks, temperature-related conditions; snakebites, insect bites); and

Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Behavioral Objectives; *Business Communication; *Communication (Thought Transfer); *Communication Skills; Conflict Resolution; Decision Making; Editing; *Interpersonal Communication; Learning Activities; *Literacy Education; Persuasive Discourse; Problem Solving; *Skill Development
IDENTIFIERS- Workplace Literacy

This guide is intended for use in a course in on-the-job communication that was developed as a component of a workplace literacy program for persons employed in the manufacturing and service industries. The course is structured so that, upon its completion, students will be able to accomplish the following: identify different personality types and behaviors, recognize their own style of communicating, identify and use positive body language, identify and avoid negative body language, use active listening strategies, use strategies to resolve conflict and problems, work toward consensus and group decision making, organize and present ideas verbally and in writing, use principles of good business writing, distinguish different writing styles for different audiences, and edit their writing. Included in the guide are a course outline and materials for each of the course's 12 sessions. Each section contains some or all of the following: objectives; lists of topics covered, suggested teaching and evaluation methods, and materials required; teacher tips; student handouts; word lists; and learning activities/exercises. (MN)

ED 368 970 CE 066 400

Lewandowski, Carol
English as a Second Language. Level 1.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 94
NOTE- 156p.; For related documents, see ED 351 578-599 and CE 066 398-418.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Behavioral Objectives; Communication Skills; *English (Second Language); *Grammar; Grammatical Acceptability; Idioms; *Language Skills; Learning Activities; *Literacy Education; *Skill Development; Speech Skills; Teamwork; *Vocabulary Development; Writing Skills
IDENTIFIERS- Workplace Literacy

This guide is intended for use in a level 1 course in English as a second language that was developed as a component of a workplace literacy program for persons employed in the manufacturing and service industries. The course is structured so that, upon its completion, students will be able to accomplish the following: ask grammatically correct questions in various tenses, give grammatically correct answers in various tenses, ask for and understand oral instructions, read and use various types of literature encountered in the workplace, communicate effectively with coworkers, and build a working English vocabulary for the workplace and beyond. Included in the guide are a course outline and 16 sections of materials providing strategies for students to improve their pronunciation, sentence structure, use of verb tenses and idioms, work vocabulary, and team-building skills. Each section contains some or all of the following: objectives; lists of

NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Colleges; College Students; *Coping; *Decision Making; Failure; Foreign Countries; *Goal Orientation; Higher Education; *Motivation; Success
IDENTIFIERS- *Action Control

Kuhl's (1985) theory of action control focuses on the processes that protect a current intention from competing action tendencies. Applied to the educational domain, the theory would predict that students who are action-oriented would be better equipped to deal with various challenges, such as failing a test, thereby increasing the likelihood of success in college. In the present study, college students' action orientation and motivational profile (success orientation and failure avoidance) was measured, and the effect of these individual differences on emotion control, task involvement, attributions, etc. was assessed. The results show that action orientation was associated with greater control over emotions, less concern about being interrupted while completing a task, and less physiological arousal and cognitive interference during test-taking. Indirectly, action orientation also contributed to better performance on an in-class test. (Author)

ED 368 992 CG 025 276

Eggert, Leona L.; And Others
Preventing Adolescent Drug Involvement, School Dropout and Emotional Distress.
SPONS. AGENCY- National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.
PUB DATE- 23 Oct 92
NOTE- 30p.; Paper presented at the Annual Meeting of the American Public Health Association (120th, Washington, DC, November 8-12, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Behavior Change; *Behavior Modification; Dropout Prevention; *Dropouts; Drug Education; *Drug Use; Emotional Adjustment; Emotional Problems; High Risk Students; High Schools; *Intervention; *Secondary School Curriculum
IDENTIFIERS- Pacific Northwest; University of Washington

Investigating the possibility of designing effective intervention programs for at-risk students, this study used simultaneous methods in a classroom setting for working with drug use problems, poor attendance, and emotional distress. The study was a two-group, repeated measures, clinical trial which was presented to high risk students as a "personal growth class." The test results indicated improved drug use control and declining consequences of drug use, but no shifts in frequency of drug use. Truancy declined while grade point average (GPA) and credits went up. In addition, there was a decline in reported feelings of depression, hopelessness, and stress. It was found that the program was effective over the short term, but the participants needed additional bolstering after the end of the program. Another limitation was the need for more work on decreasing the frequency of drug use. Yet, the program

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Admission; *College Bound Students; *College Choice; College Environment; College Freshmen; *College Preparation; Higher Education; High Schools; Majors (Students); Paying for College

Selecting the right college can be frightening, confusing, and overwhelming, sometimes all at the same time. This pamphlet's 21 articles touch upon the choices and options available to college bound students, such as: (1) the different advantages of two-year, public, private, women's, or church-related schools; (2) SAT preparation, testing, and the test's use by colleges; (3) tough questions to ask admissions officers; (4) common mistakes students make in selecting a college; (5) financial aid; (6) choosing the right major; (7) advanced placement credit; (8) campus life styles; (9) surviving the freshman year; (10) liberal arts education; (11) preparing for a career in the arts; and (12) parents' roles. Also included is a list of 20 guides for the college-bound student. (RJM)

ED 369 014 CG 025 362

Symons, Douglas K.
Maternal Separation Anxiety as a Determinant of Role Satisfaction.
PUB DATE- Aug 93
NOTE- 23p.; Paper presented at the Annual Convention of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Attachment Behavior; Employed Parents; Employed Women; Employee Attitudes; Family Attitudes; Foreign Countries; *Mother Attitudes; Mothers; *Role Conflict; Role Perception; *Separation Anxiety

One of the dramatic changes in the North American family over the past 25 years has been the increase in women with young children working outside the home. This paper addresses cognitive factors related to maternal employment during the transitions to parenthood, factors related to different post-partum occupational profiles and the degree to which these factors predict a woman's satisfaction in her occupational/family roles when her children are two years of age. Studies have shown that elements of maternal separation anxiety influence employment decisions in the post-partum period. The researchers focused on the predictive value of maternal separation anxiety on role satisfaction two years later. Results indicate that Concerns About Separation Effects on the Child accounted for 36% of the variance of role satisfaction two years later. Trait anxiety did not moderate this effect. Women who are concerned about being away from their children, or worried over the alternative care their children will receive, end up less happy with their roles. Parity, marital status, prepartum employment status, postpartum employment status, and maternal age all had no apparent impact on the relation between these two variables. (RJM)

ED 369 015 CG 025 363

PUB DATE- Dec 92
NOTE- 22p.; Paper presented at the Annual Meeting of the National Reading Conference (42nd, San Antonio, TX, December 2-5, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Discourse Analysis; English (Second Language); Higher Education; Holistic Evaluation; *Reading Processes; Reading Research; *Recall (Psychology); Second Language Learning; Student Evaluation
IDENTIFIERS- Expository Text; *Reading Behavior; Retelling; Text Factors; *Text Processing (Reading)

A study investigated the reading behaviors of proficient second language (L2) readers through their oral retellings. Subjects, 12 advanced English-as-a-Second-Language students who were native speakers of Spanish (10 from Spain, 2 from Central America), read two passages from a college-level expository text and gave two oral retellings which were then transcribed verbatim and analyzed. Various behaviors were used to relate readers' understanding of text, some text-dependent (main ideas/details and paraphrasing/summarization), others text-independent (intertextuality, verification, conclusions/predictions, critical assessment, and generalization), as well as several pragmatic/discourse features (pause mechanisms, backtracking/recycling, and language problem anomalies). Each retelling was assigned a richness rating for main ideas, supportive details, summarization, completeness, and coherence of message. Results indicated a fairly wide range of richness ratings. The amounts of idea units in the reading passages and the oral retellings were compared. Results indicated that all topics averaged similar amounts of recall. Findings suggest that passage length in studies of beginning and intermediate language learners should be examined to study readers' information processing abilities in a broad sense, since their performances may vary when there is more material to be processed into long term memory. (Three tables of data are included; a retelling assessment key and 21 references are attached.) (RS)

ED 369 034 CS 011 652

Nelson, Carol
Organizing for Effective Reading Instruction. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Ability Grouping; *Classroom Environment; Classroom Techniques; *Cooperative Learning; Elementary Education; *Grouping (Instructional Purposes); Instructional Effectiveness; *Reading Instruction; Student Attitudes; *Teacher Attitudes
IDENTIFIERS- ERIC Digests; Peer Support

This digest deals with within-class reading ability grouping. The digest discusses limitations of grouping; teacher attitudes; student recollections of ability grouping experiences; and grouping for specific purposes (focusing on cooperative learning and its benefits). The digest suggests that good teachers who provide supportive environments for their students

Rockin' Readers Coordinator Handbook.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Office of Business and Citizen Partnerships.
PUB DATE- 91
NOTE- 29p.; For handbook, see CS 011 670.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Early Intervention; *High Risk Students; *Intergenerational Programs; Older Adults; Primary Education; Program Descriptions; Program Effectiveness; Program Evaluation; *Reading Aloud to Others; Reading Improvement; Volunteers
IDENTIFIERS- *Florida (Alachua County)

This coordinator's handbook describes the "Rockin' Readers" program, in which senior-citizen volunteers are matched with specifically targeted at-risk children (usually of kindergarten age or slightly older) in Alachua County, Florida, who tested below their peer group in language development and reading readiness skills. The handbook notes that each volunteer reads aloud to the same child weekly, sharing the love of stories and an awareness of reading with that child. After a brief description of the benefits of reading aloud to children, the handbook presents a program overview; steps for program set-up; lists of duties and responsibilities of volunteers, coordinators, and teachers; selection criteria for students; recruitment ideas; training guidelines; recognition; trouble shooting; and program evaluation. Contains 14 references and 10 notes. Sample forms, handouts, and drawings are attached. (RS)

ED 369 054 CS 011 672

Diagnostic Reading Program: Diagnostic Teaching in a Language Learning Framework: 5.
PUB DATE- 93
NOTE- 164p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Classroom Observation Techniques; Diagnostic Teaching; Elementary Education; Foreign Countries; *Reading Instruction; *Reading Programs; Reading Skills; *Student Evaluation
IDENTIFIERS- Alberta; Reading Behavior

This handbook provides suggestions for gathering and interpreting information about students' reading behavior; planning instruction that develops students' reading skills; and planning instruction that reinforces and extends students' reading skills in areas where they are successful. After a brief introductory section, the handbook presents a diagnostic teaching guide that includes the core materials for achieving these goals by describing everyday classroom activities (grades 1-6) to observe students' reading behaviors, and suggesting possible related instructional activities. The handbook then presents a diagnostic tools section that includes checklists, observation guides, and a reading profile. Appendixes providing samples of students' work, a guide for selecting books, the Language Learning Framework, blackline masters of charts and checklists, and an outline of the relationships between the experience difficulty might have captured their interest. (A figure listing criteria for selecting shared books for teens and a figure presenting a 14-item bibliography of books for shared reading are included.) (RS)

ED 369 074 CS 011 693

Kunze, Caroline Ryan
Improving the Reading Comprehension Skills of Unmotivated Fifth Grade Students through Literature-Based Instruction.
PUB DATE- Apr 94
NOTE- 65p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Grade 5; Intermediate Grades; Private Schools; *Reading Attitudes; *Reading Improvement; *Reading Skills; Skill Development; *Whole Language Approach
IDENTIFIERS- *Reading Motivation

A practicum was developed to improve the inferential comprehension, the textual and functional skills, and the overall attitudes toward reading of fifth-grade students. A target group of six students in a private school who were deficient in these skills was established. The practicum contained basic strategies for improving reading skills and academic achievement; a change to a literature-based approach to reading; incorporation of the teaching of skills; the change from homogeneous grouping to heterogeneous classes; a one-on-one system for reading practice; journal writing; sustained silent reading; and a special Book Readers' Club through which students promoted, to fellow students, their interest in books and reading. Results indicated that: (1) 83% of the targeted students improved their reading attitude by 20%; (2) the recreational reading attitudes of 83% of the targeted students improved by 10%; (3) the inferential comprehension skills of 83% of the targeted students improved; (4) the objective that the textual and functional reading skills of 50% of the targeted students would be improved by 10% was not met; and (5) all of the students increased their reading of books by more than 50%. Students in the practicum reacted favorably to the change in the reading program, both in measurable and unmeasurable ways. The mood and tone in the classroom was positive and promoted camaraderie where once there was competition. (Contains 19 references and 6 tables of data. Appendixes of data, survey instruments, scoring sheets, and a sample lesson plan are attached.) (RS)

ED 369 075 CS 011 696

Farr, Roger; Tone, Bruce
Theory Meets Practice in Language Arts Assessment. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Achievement; Elementary Secondary Education; *Evaluation Methods; *Language Arts; *Portfolios (Background Materials); *Student Evaluation; *Theory Practice Relationship

Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Class Activities; *Classroom Communication; Discourse Analysis; Higher Education; Literary Criticism; *Student Attitudes; *Writing Attitudes; Writing Research
IDENTIFIERS- Academic Discourse Communities; *Speaking Writing Relationship; Text Factors; *Writing Development

Few empirical studies have focused on how composition students draw on classroom interactions to develop as writers. For instance, when students disagree fundamentally in their interpretations of what they have read, how are the range of voices reflected in their subsequent writing? The student-led format for discussions proves conducive to participation with often more than 90% of students speaking during such sessions. Case studies: (1) refute the assumption that a student has to participate in classroom discussions to benefit from them as a writer; (2) lead students to accept the idea that multiple interpretations of texts are permissible; (3) help students recognize that classroom diversity leads to productive difference of perspective; (4) point out that the essential ingredients of mutual respect and willingness to listen in a discussion can influence students to write papers that are springboards for introducing topics and raising questions during discussions; and (5) help students understand that both discussing and writing are occasions for rethinking. The interaction of oral and written language is underscored by the wide array of ways students draw upon each other's words and ideas when they are writing about books. Student-led discussions allow renegotiation of authority in the classroom with the aim of allowing students to effectively (and independently) engage each other and the text. Above all, students themselves view student-led discussions of literature as a welcome alternative to school-as-usual--one that transforms how they view themselves as readers talking and writing about texts. (SAM)

ED 369 094 CS 214 292

Henderson, Sarah
Theories of Cognitive Development and the Teaching of Argumentation in First-Year Composition.
PUB DATE- Mar 94
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Development; College Freshmen; *Freshman Composition; Higher Education; Models; *Persuasive Discourse; Research Needs; Theories; Writing Research; Writing Skills
IDENTIFIERS- Writing Contexts

Understanding the connections between students' levels of intellectual development, their view of the nature of knowledge, and their developing argumentative writing skills is central to helping students learn to write good argumentation. The first researcher to develop a model of intellectual

PC, No--An Examination of the Conservative Opposition to Political Correctness.
PUB DATE- Feb 94
NOTE- 14p.; Paper presented at the Annual Meeting of the Western States Communication Association (San Jose, CA, February 23-27, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Freedom; *Censorship; College Environment; College Students; *Conservatism; *Freedom of Speech; Higher Education; *Liberalism; Mass Media; Mass Media Effects; Mass Media Role; Political Issues
IDENTIFIERS- Educational Issues; *Political Correctness

An objective assessment of the politically correct movement on college campuses casts much doubt on the positions advanced by conservative critics in the popular media. Through "Time," "Newsweek," "The New Republic," "Nightline," and other media, conservative critics, backed by well-established right-wing organizations, have painted a portrait of the issue of political correctness as being an organized movement that threatens free speech. Drawing on a body of "outrageous" cases, they have viewed political correctness and multiculturalism as a conspiracy threatening the very foundation of American society. However, more sensible evaluations of political correctness on college campuses show that it does not hold a position of unchallenged authority. In fact, it seems unlikely that there is much, if any, organized effort to program students with politically correct ideas. What there is, to quote one student, is an attempt to recognize "that everyone, regardless of sex, age, race, religion, handicap (or political affiliation, you will be surprised to know) has a right to an opinion." Political correctness will remain a relevant topic for debate for some time to come. (Contains 51 notes.) (TB)

ED 369 114 CS 508 551

Burke, Ken
Teaching Gender Issues at a Women's College: A Male's Perspective.
PUB DATE- Nov 93
NOTE- 9p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Communication Problems; *Course Content; Females; Film Study; Higher Education; *Sex Differences; *Single Sex Colleges; *Student Attitudes; Womens Studies
IDENTIFIERS- Feminist Pedagogy; Male Female Relationship; *Mills College CA; *Politically Correct Communication

Testifying to the virtues of teaching at an all-women's college (Mills College, Oakland, California), a male tenured professor of communication and film acknowledges the necessity of making difficult decisions concerning course content and focus. Through several uncomfortable experiences, he has learned what it is like to be gender conscious; he has also felt the frustration of being excluded from certain types of relationships with his students. Many of the courses at Mills take a distinctly gender focus, but some courses should be taught that are not especially tailored to an all-women's

The Future of School Finance.
PUB DATE- 94
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Educational Equity (Finance); *Educational Finance; Educational Objectives; Elementary Secondary Education; *Finance Reform; *Financial Policy; Public Schools; School Restructuring

School finance is a complicated topic that is central to determining how to provide quality education to all students. Historically, school finance has been linked to local property taxes, which has led to disparities in school spending. In the 1990s, school finance issues have been more closely linked with student achievement. This has occurred because of the increase over the past 3 decades in school funding without an equal increase in student achievement. Systemic reform with student achievement standards in core areas, revised curriculum, and restructuring of the educational system is essential in finance reform. Greater accountability for teachers and schools is also needed. Financial incentives or sanctions also can be useful in encouraging improvement in schools which should focus more on what they can accomplish with existing resources rather than constantly seeking new money. Reorganizing school systems is necessary so that they create market structures. The history of finance in American schools is based on local control through school districts and local financing through property tax. New financing structures must overcome the problems present in this traditional structure. (JPT)

ED 369 133 EA 025 622

Lahelma, Elina
Policies of Gender and Equal Opportunities in Curriculum Development: Discussing the Situation in Finland and Britain. Research Bulletin 85.
PUB DATE- 93
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; *Comparative Education; *Curriculum Development; Decentralization; *Educational Policy; *Equal Education; Females; Foreign Countries; Secondary Education; *Sex Bias
IDENTIFIERS- British National Curriculum; *Finland; *Great Britain

This report analyzes contradictions in policies of equal educational opportunities, using Finland and Britain as examples. The analysis focuses on the relation of intended to actual policy and considers policies within the context of 1980s curriculum development. During that period, Finland gradually decentralized educational decision making, and Britain's 1988 Educational Reform Act originated the National Curriculum. The second chapter describes the Finnish context and the role of gender and equal opportunities in Finland's comprehensive school curriculum. Curriculum documents do not support the policy of promoting equal gender opportunities. The third chapter discusses the British educational policy and documents of the British National Curriculum and the status of equal opportunities within it. Although there is more sensitivity to gender issues in the British material, the stature of equal opportunities issues is equally ambiguous. The fourth chapter summarizes similarities and differences between implementation, and incorporation. Numerous authors writing about educational change address the significant roles of consultants, principals, and teachers in the change process. Different definitions of magnet schools are given as well as a history of contemporary magnet schools. A successful magnet school consists of many components, including community involvement, school leadership, clear goals, adequate parental information, and fair admissions process. Proponents of magnet schools identify numerous positive attributes of a magnet school education, such as the remarkable element of choice, better opportunity to match students' interests, and greater professional satisfaction. (Contains 42 references.) (KDP)

ED 369 153 EA 025 753

Reed, Donald B.
The Sexualized Context of American Public High Schools.
PUB DATE- Apr 94
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- High Schools; High School Students; *Homosexuality; *Males; *Public Schools; Sex Role; Sexual Identity; *Sexuality

This paper is a part of a larger study involving the way gay youth experience American public high schools. The study is focused on gay males, not lesbian or bisexual youths. The paper is divided into three sections: (1) public high schools as an organization in terms of structure and beliefs; (2) sexualized context of the high school in terms of its structure and beliefs; and (3) how gay youth experience the sexualized context. This paper argues that the context of the American public high school is not sexually neutral with respect to students, but sexualized. The high school is simultaneously heterosexualized and antihomosexualized, supporting a homophobic environment. Most administrators, teachers, staff, and students do not experience sexualized context; however, this is not the case for gay youth. They experience the high school as a sexualized environment--heterosexualized and highly antihomosexualized--which is minimally uncomfortable and maximally dangerous. (Contains 31 references.) (KDP)

ED 369 154 EA 025 756

Peterson-del Mar, David
School-Site Councils. ERIC Digest, Number 89.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 94
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Accountability; *Administrator Role; Communication Skills; *Community Involvement; Decentralization; Democratic Values; Elementary Secondary Education; *Governance; *Participative Decision Making; Principals; Program Implementation; School Restructuring; *Teamwork; Time Management
IDENTIFIERS- *Delegation of Authority; ERIC Digests; *School

DESCRIPTORS- *Democracy; *Democratic Values; Educational Objectives; Elementary Secondary Education; Foreign Countries; *Participative Decision Making; Public Schools; *Social Values; *Student Role; *Teacher Role

The meanings and roles of democracy and education, and the interaction of the two, are some of the most difficult questions society faces. The definition of democracy varies widely from a political mechanism to an ideal. Past efforts to infuse democracy into schools have generally been of two types. One is requiring a greater role for teachers in school decision making. The other is greater community involvement or control in education. Research has shown that neither form of school democracy has resulted in much improvement in education or student learning. An alternative to these approaches is that schools must embody democracy and make it a part of education. Democracy must be taught as a characteristic of society, not the individual. Also, it should be more than a political mechanism; at its best it is a way of life. The connection between democracy and education has to do with their common role in a moral view of life. Schools should adopt the norms of democratic practice and foster involvement, reason, and knowledge over rank, tolerance, and community. A new view of students must also be adopted where they are more capable and expected to be involved in their education. (Contains 59 references.) (JPT)

ED 369 174   EA 025 792

Levin, Benjamin

Improving Education Productivity through a Focus on Learners.

PUB DATE- Apr 94

NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Cooperative Learning; Cost Effectiveness; *Educational Assessment; *Educational Economics; *Efficiency; Elementary Secondary Education; Foreign Countries; Investment; *Learner Controlled Instruction; Public Schools

Much of the reason behind educational reform is the belief that schools are not economically productive enough, that students are not learning enough for the resources invested in education. Other critics reject economic productivity as a framework for educational reform and support philosophical, psychological, or moral frameworks. However, improving the economic productivity of schools will improve productivity in other frameworks as well. A learner-centered schooling system can satisfy the requirements of multiple viewpoints. Despite more than 30 years of research, educators still know relatively little about how to improve teaching and learning. Not only are research methodologies limited, but learning is a complex and difficult-to-understand process. This complexity makes the traditional production-process approach to teaching ineffectual. The most important factor in education is what learners do. Traditionally, educators have paid more attention to teachers and teaching than to learners and learning. Emerging knowledge of how learning takes place indicates that it requires greater control and involvement by the learner. More independent learning, collaborative work by students, and diverse learning settings can increase students' involvement and success in learning. (Contains 48 references.) (JPT)

ED 369 193 EC 302 920

State Incentive Grant High School/State Incentive Grant. Staff Development Program (SIG) 1992-93. OREA Report.
PUB DATE- 93
NOTE- 53p.; For a related document, see EC 302 921. The evaluation was conducted by the Student Progress Evaluation Unit. Appendices C and D have small, smudged type.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disabilities; High Schools; *Incentive Grants; Inservice Education; *Inservice Teacher Education; Paraprofessional School Personnel; Participant Satisfaction; Professional Development; *Program Effectiveness; Program Evaluation; *Staff Development; State Aid; Workshops
IDENTIFIERS- New York City Board of Education

The goal of the High School/State Incentive Grant (SIG) Staff Development program of the New York City Board of Education in 1992-93 was to increase the knowledge levels and competencies of teachers and paraprofessionals assigned to special education classes, by offering a variety of training options for all eligible personnel. The program was evaluated through observation of workshops and participant surveys. Workshops covered such topics as desktop publishing, science curriculum, creative writing, the use of digraphs in teaching word sounds, coping with stress, and stress management. The ratings of the observing evaluator and the participants were high. A follow-up survey of participants revealed that their workshop experiences were applied in the classroom and were beneficial to them and/or their students. A survey of members of the District Advisory Committees, which implemented the staff development program, identified strategies, practices, and policies that impacted on SIG participation. The dissemination of interest inventories to special education staff and the distribution of SIG flyers and schedules were the most commonly used strategies. Factors that had the most positive impact on participation were per session rate workshops, centrally located workshops, and popular topics. Factors having a negative impact were workshops without reimbursement, trainee rate workshops, and workshops scheduled during school hours. Recommendations for program improvement are offered. Appendixes provide more detailed study results. (JDD)

ED 369 194 EC 302 921

State Incentive Grant District 75/Citywide Special Education. Staff Development Program (SIG) 1992-93. OREA Report.
PUB DATE- 93
NOTE- 51p.; For a related document, see EC 302 920. For the 1989-1990 OREA report, see ED 332 476. The evaluation was conducted by the Student Progress Evaluation Unit.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Anger; Behavior Modification; *Disabilities; Elementary Secondary Education; *Incentive Grants; Inservice Education; *Inservice Teacher Education; Interpersonal Competence; Paraprofessional School Personnel; Professional Development; *Program Effectiveness; Program Evaluation; Self Control; *Staff Development; State Aid; Student Responsibility; Workshops
IDENTIFIERS- New York City Board of Education

The goal of the New York City Board of Education's State

Another program component, Arts in Education, provided schools with resident actors who employed various hands-on experiences that were integrated into subject content and adapted to meet the students' individual social, academic, and cultural needs. Performance of 126 students on a pretest/posttest indicated that 95 percent demonstrated improvement. Recommendations are offered for program administration. An appendix provides an evaluation summary concerning ENACT, one of the program's theater activities. (JDD)

ED 369 212 EC 302 941

Wald, Penelope J.
The Family Involvement Triangle: A School-Home Collaborative Model. Project APIP.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Jul 91
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cooperative Programs; *Disabilities; *Early Intervention; Educational Cooperation; *Family Involvement; Family School Relationship; Mainstreaming; Models; Parent Participation; *Parent School Relationship; Parent Teacher Cooperation; Preschool Education; Social Networks; Social Support Groups

The Family Involvement Triangle (FIT), developed by Project APIP (Alexandria Preschool Intervention Program), is a family-focused, family-directed, school-home partnership for integrated preschool intervention programs. The major goals of the FIT model are to promote parent participation in the schooling of their child, to support parents in accomplishing their goals for their preschool child, and to offer opportunities for parent-to-parent networking. The FIT model focuses on developing collaborations between staff and individual families, families within the context of the school community, and families as friends outside of school. The staff nurtures these collaborations through strategies that promote relationship building, establish collaborative goals, and support communication maintenance. FIT attends to the building of both formal and informal support systems that enable parents to experience a sense of competence and involvement in the education of their preschool child. This paper describes the theoretical foundation and practical application of the FIT model and discusses the mechanics of creating and maintaining relationships in the three FIT Collaborative dyads: family-school, school-network of school families, and network of school families-family. The discussion is illustrated with activities and projects. An appendix contains a guide for a focused parent interview. (Contains 25 references.) (JDD)

ED 369 213 EC 302 942

Wald, Penelope J.
Coaching for Accomplishment. Project APIP.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Aug 91
NOTE- 21p.; A product of the Alexandria Preschool Intervention

NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accountability; *Data Collection; Data Interpretation; *Decision Making; *Disabilities; Educational Objectives; Educational Policy; Educational Practices; Elementary Secondary Education; Evaluation Methods; Government Role; Individualized Education Programs; Information Needs; *Outcomes of Education; *Program Effectiveness; Program Evaluation; State Departments of Education; Student Evaluation; Student Placement

This paper examines issues in gathering data for purposes of making accountability decisions for students with disabilities. The first section describes five alternative methods being used: (1) administration of norm-referenced tests; (2) focus on results or outcomes; (3) Individualized Education Program aggregation; (4) secondary analysis of extant data; and (5) establishment of an accreditation program. The second section looks at the student population and accountability decision-making practices in representative states (Illinois, Iowa, Kentucky, Maryland, Michigan, and West Virginia). Considered in the third section are the kinds of issues State Education Agency (SEA) personnel encounter and the barriers they run into as they attempt to document educational results--for students in general and especially for those with disabilities. These include agreeing on outcomes and standards, inclusion of students with disabilities in assessments, deciding on how and what to report, determining the role of the state, deciding on sanctions and rewards, and overcoming fear of accountability. The fourth section identifies the kinds of data SEA and national education policy personnel feel are needed to demonstrate that education works for students with disabilities. Section 5 describes ways in which SEA personnel have been successful in overcoming barriers. The paper closes by recommending promising practices for making accountability decisions. (Contains 10 references.) (DB)

ED 369 231 EC 302 961

Sorenson, Barbara, Comp.; Drill, Janet, Comp.
Inclusive Schools. Topical Bibliography on Inclusive Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 1 Apr 94
NOTE- 216p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Accountability; Change Strategies; *Curriculum Development; *Disabilities; Educational History; Educational Philosophy; *Educational Practices; Elementary Secondary Education; Inservice Teacher Education; Instructional Design; *Mainstreaming; Prereferral Intervention; *Regular and Special Education Relationship; Role Perception; *Social Integration; Staff Development; Student Evaluation
IDENTIFIERS- *Inclusive Schools

This abstract bibliography of approximately 200 references looks at various aspects of inclusive schools. References are a result of computer searches of three databases: the Educational Resources Information Center (ERIC), Exceptional Child

ED 369 249 EC 302 981

Buchanan, Nina K.; And Others
Performance-Based Identification of Culturally Diverse Gifted Students: A Pilot Study.
PUB DATE- Jun 93
NOTE- 12p.; The report was prepared for the Pacific Rim Symposium on Higher Education Evaluation (June 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Ability Identification; Classroom Observation Techniques; *Cultural Differences; Cultural Influences; Elementary Secondary Education; Eligibility; Enrichment Activities; Evaluation Methods; *Gifted; *Gifted Disadvantaged; *Hawaiians; Prediction; Student Evaluation; Student Interests; Talent Identification
IDENTIFIERS- *Authentic Assessment; *Hawaii

The Center for Gifted and Talented Native Hawaiian Children has been developing identification methods congruent with Hawaiian values and traditional talent areas and has increased the number of native Hawaiian students identified and provided with enrichment services. This report describes efforts to combine self-report data and performance-based assessment to identify students. The Center offers a Saturday enrichment program open to all native Hawaiians. To identify students for participation in other Center programs, especially the summer program, performance-based assessment is conducted during the Saturday enrichment program. The assessment process involves guided observation using worksheets and assessment summaries, training college students in observation techniques, and encouraging instructors to design enrichment activities that allow students to demonstrate their abilities. Initial findings indicate a relationship between students' self-reported interests and abilities but unacceptably low reliabilities of observers and failure to predict student achievement in the summer program. (Contains 15 references.) (DB)

ED 369 250 EC 302 982

de la Garza, Bridget M.; And Others
Skills for Drug-Free Living Curriculum Guide. Future Quest.
SPONS. AGENCY- Office of Elementary and Secondary Education, Washington, DC. School Improvement Programs.
PUB DATE- 92
NOTE- 269p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavior Problems; *Curriculum; *Drug Abuse; *Drug Education; Family Relationship; Health Education; Interpersonal Competence; Knowledge Level; Learning Problems; Learning Strategies; Lesson Plans; *Mild Disabilities; Prevention; Problem Solving; Secondary Education

The Future Quest curriculum is a functional curriculum to teach drug abuse prevention skills to youth with mild disabilities. The curriculum is a one-semester instructional program of lesson plans that incorporate research-based effective teaching practices and are specifically designed to meet the needs of students with learning and behavior problems. The "stranded" curriculum consists of 47 lessons, each of which consists of an activity from two content areas to provide students with

idiomatic English in a classroom setting. The advantages of using news broadcasts are their availability, timeliness of subject matter, short length of individual stories, authentic language, clear and grammatically correct language, exposure to many varieties of language in interview segments, and visual aids and captions. The difficulties of using news broadcasts include choosing stories of interest to the students, the translation of place and personal names, and the over-abundance of place and proper names. These shortcomings can be overcome by repeated playing of broadcasts, along with discussion and analysis of the material being viewed. An appendix presents a suggested outline for a 15-meeting course designed around videotape sources and a guide to choosing news stories for classroom use. (Contains 8 references.) (MDM)

ED 369 271 FL 022 005

Reel, Judee
Speech Acts Used in Business Meetings (And Elsewhere).
PUB DATE- 94
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Business Communication; *Business English; English (Second Language); *English for Special Purposes; Higher Education; Idioms; Interpersonal Communication; *Meetings; Second Language Instruction; *Speech Acts; *Textbook Evaluation
IDENTIFIERS- *Business Speech

The increasing demand for good business English Second Language courses is stymied by a lack of research and good teaching tools concerning speech acts used in business meetings. This study analyzed speech acts used in two business meetings and evaluated four business English textbooks to determine the type of English used in real business settings and its reflection in current instructional materials. An analysis of the language used in two editorial meetings of a university publishing department found that business English in real-life situations was informal, subtle, direct, idiomatic, and full of overlap and incomplete sentences. Unexpected forms, which appear to mean one thing but actually mean another, were used, and speech acts were expressed using so many variants that no particular form could be identified as the canonical form. None of these characteristics was adequately covered in the four textbooks reviewed. (Contains 11 references.) (MDM)

ED 369 272 FL 022 006

Mabbott, Ann; And Others
The Acculturation Model: The Theory and Its Implications for Classroom Language Acquisition.
PUB DATE- 94
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Acculturation; Elementary Secondary Education; English (Second Language); Linguistic Theory; Models; *Second Language Instruction; *Second Language Learning; Teacher

Higher Education; Models; Program Effectiveness; *Reading Instruction; Reading Programs; *Second Language Instruction; Teaching Methods; *Vocabulary; *Vocabulary Development; *Young Adults

This paper describes a classification scheme developed to examine the effects of extensive reading on primary and second language vocabulary acquisition and reports on an experiment undertaken to test the model scheme. The classification scheme represents a hypothesized hierarchy of the degree and type of mental processing required by various kinds of vocabulary exercises. These categories include: (1) selective attention; (2) recognition; (3) manipulation; (4) interpretation; and (5) production. This hierarchy was tested in an English-as-a-Second-Language (ESL) classroom by comparing the vocabulary gains of learners in a thematic reading program with those in the same reading program in which some readings were replaced by vocabulary enhancement activities. Results indicated that although both groups in the reading program experienced substantial gains in word knowledge, those performing vocabulary enhancement techniques along with reading activities learned more words and achieved greater depth in their knowledge of these words than those students exposed to extensive reading alone. Three appendixes provide copies of a vocabulary exercise analysis sheet, examples of vocabulary exercises, and vocabulary scoring categories. (Contains 30 references.) (MDM)

ED 369 292 FL 022 078

Henderson, Allison; And Others
Summary of the Bilingual Education State Educational Agency Program Survey of States' Limited English Proficient Persons and Available Educational Services, 1991-1992.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Aug 93
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Academic Persistence; *Bilingual Education Programs; Dropout Rate; Educational Assessment; Educational Background; Elementary Secondary Education; Enrollment Rate; Evaluation Criteria; Evaluation Methods; Federal Programs; Identification; *Limited English Speaking; National Surveys; Scores; State Programs; State Surveys; *Student Characteristics

Information submitted by state education agencies in a survey concerning limited-English-proficient (LEP) populations and available educational services in 1991-92 is summarized. The report contains data in tabular and graphic form with some narrative analysis. An introductory section describes the national study and state surveys, data limitations, and report's structure. Subsequent sections detail the enrollment of LEP students in elementary and secondary schools, the educational condition of this population (retention and dropout rates, academic test performance, and data limitations), methods and criteria used for identification of LEP students, and educational programs for LEP students at the federal, state, and local levels, including enrollment data. Appended materials include the state survey data review procedures, supplementary tables by state, and the survey form. (MSE) copy of the survey questionnaire. (JDD)

ED 369 312 HE 027 350

Urahn, Susan
The Postsecondary Enrollment Options Program: A Research Report.
PUB DATE- Feb 93
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Acceleration (Education); Access to Education; Advanced Courses; *Advanced Placement; *College Attendance; College Credits; Educational Opportunities; *Educational Policy; Enrollment; Financial Support; Higher Education; High Schools; High School Students; Postsecondary Education; Program Effectiveness; Public Policy; *State Aid; State Programs; *Student Participation
IDENTIFIERS- *Minnesota

The Postsecondary Enrollment Options Program (PSEO) allows 11th and 12th grade public school students to attend Minnesota postsecondary institutions at state expense. Students receive high school credit for courses successfully completed and may apply for postsecondary credit for the same courses when entering college after high school graduation. This report analyzes program operating procedures, participation by students, funding, and policy considerations. On average, about seven percent of a school district's 11th and 12th graders took PSEO courses in 1991-92. Most of the students took about 12 PSEO credits. The most popular PSEO courses were communications, social sciences, and vocational courses. Some PSEO courses were offered in high schools instead of on a college campus. The study concluded that PSEO can provide a significant financial benefit to students, who do not have to pay for as many college credits; that student access to PSEO is limited by geography; that PSEO cost the state about $2.2 million but may well be a sound investment; and that the program has resulted in reduced funding to high schools, which has had a significant financial impact on some districts and makes it difficult for districts to adjust staff and curriculum needs. Appendixes contain a copy of the PSEO legislation, a list of eligible postsecondary institutions, and data from the study. (JDD)

ED 369 313 HE 027 351

Hart, Frederick L.; Groccia, James E.
An Integrated, Cooperative Learning Oriented Freshman Civil Engineering Course: Computer Analysis in Civil Engineering.
PUB DATE- Feb 94
NOTE- 11p.; Paper presented at the Freshman Year Experience Conference (13th, Columbia, SC, February 18-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Civil Engineering; College Freshmen; *Computers; *Cooperative Learning; *Course Content; Critical Thinking; Curriculum Development; *Group Dynamics; Group Experience; Higher Education; Interpersonal Competence; Problem Solving; *Required Courses; Skill Development; Technical Institutes
IDENTIFIERS- *Worcester Polytechnic Institute MA

Worcester Polytechnic Institute (Massachusetts) has developed a new freshman course titled "Computer Analysis in Civil

EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Adult Basic Education; *Adult Education; Adult Learning; Adult Literacy; Agricultural Education; Blacks; Community Education; Continuing Education; Cost Effectiveness; *Educational Development; *Educational Philosophy; *Educational Research; Education Work Relationship; Extension Education; Females; Foreign Countries; Models; Numeracy; *Outcomes of Education; Participation; Postsecondary Education; Professional Development; Program Development; Religious Education; Social Change; Student Characteristics; Systems Approach; Urban Areas
IDENTIFIERS- African Americans; Canada

The following are included in section 1: "Purposes and Methods of Sistematizacion" (Beder); "At the Crossroads" (Bingman, White); "Relationship between Literacy and Numeracy Test Scores on the 'Survey of Literacy Skills Used in Daily Activities'" (Blunt); "Vaclav Havel, Postmodernism, and Modernity" (Briton, Plumb); "Centrality of Negotiating Interests in Adult Education Program Planning Practice" (Cervero, Wilson); "Restructuring of Meaning" (Clark); "Community Building Process" (Counter); "Cost-Recovery" (Cruikshank); "Adult Learning in a Recreational Setting" (Dale, Conti); "Women's Perceptions of the Value of Vocational Training Programs" (Davis et al.); "Types of ABE/GED (Adult Basic Education/General Educational Development) Students by Outcome of Enrollment" (Dirkx, Jha); "Relation of Gender Differences to Adult Religious Development" (Farcasin); "Adult Education and Social Change" (Farr et al.); "Assessment of Instructional Styles in Postsecondary Proprietary Schools" (Girondi, Galbraith); "Developing a Comprehensive View of Work and Education" (Hart); "Toward New Perspectives on Women in Adult Education" (Hayes); "Learning Strategies Used in Real Life and Achievement of Adult Native American Tribal College Students" (Hill et al.); "Impact of Social Structural Factors on the Expansion of Adult Literacy Programs" (Huang); "Completion and Noncontinuation in Adult Basic Education" (Jha, Dirkx); "Conceptual Model for Group Learning" (Kasl et al.); "Adult Undergraduate Students" (Kasworm); "Study of the Relationship between Margin in Life and Academic Achievement" (Knepper, Sisco); "Engels, Marx, and Radical Adult Education" (Law); "Challenging Some Myths about Self-Directed Learning Research" (Long); "Forgotten Leaders of African American Adult Education" (Mitchell, Quigley); "Urban Women and Agricultural Extension" (Mlozi); "Toward a Conceptualization of the History of Adult Education for African Americans" (Morton); "Professionalization and the Mid-Century Shift in Epistemology" (Podeschi); "Five Conceptions of Teaching" (Pratt); "Resistance, Reluctance, and Persistence" (Quigley); "African-American Strategies of Successful Adaptation in Response to Diseducation" (Shaw); "Chinese Ways of Thinking about Knowledge" (Shen); "Connecting Workers' Education to the Working-Class" (Shied); "Adult Education Research" (Stalker); "Adult Education's Marginal Difference" (Steele); "'Pragmatism' and Its Consequences for Adult Education" (Stein); "Back to Pedagogy" (Van Gent); "Women's Voices, Women's Lives" (Walker); "Science and the Professionalization of American Adult Education, 1934-1989" (Wilson); "Predicting Participation in Continuing Education" (Yang, Blunt); and "Education for What? (Zacharakis-Jutz). The remaining four sections cover: (1) visual presentation; (2) five symposia; (3) five papers from an international graduate student pre-conference (appendix 1); and (4) "The Saskatchewan Resolution" (appendix 2). (MN)

ED 368 857 CE 065 244

Tears curriculum, and information about other support services related to the needs of families with adolescents. Two 16-hour workshops provided basic academic instruction in reading and mathematics to the parents of the junior high students in Ben Franklin School. Presenters from different organizations provided information on how to best use the existing services of the health and human service organizations in the county. The methods used to evaluate the parents were pre- and posttests using the Tests of Adult Basic Education (TABE) and evaluation forms. Findings indicated that the parents felt the information was very helpful and they felt a sense of camaraderie in the support groups. The students who were TABE tested increased their grades an average of 2.3 grade levels. (YLB)

ED 368 876 CE 066 026

Exploring the Past. "A Senior Literacy Model." Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 30 Jun 93
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; *Computer Literacy; Curriculum Development; *Language Skills; *Literacy Education; Material Development; *Older Adults; Reminiscence; *Student Developed Materials; Student Publications; Word Processing; *Writing Skills
IDENTIFIERS- 353 Project

A program of basic language/writing skills was designed to enhance the literacy levels of 24 multicultural seniors, aged 65 or older, who were recruited from senior centers throughout Erie County, Pennsylvania. Computer literacy and basic word processing skills were taught along with basic language/writing skills in a nonthreatening learning environment. A curriculum was written and instructional materials developed using state-of-the-art computers and software. Instructional activities were centered around the seniors' recollections of their past experiences. The recollections served as the core (medium) for stories to be reproduced on the computers. These stories were gathered into a bound chronicle of personal experiences. (Course outlines are provided for these courses: grammar, spelling, writing, and word processing. The 20-page report is followed by the chronicle of reminiscences and personal recollections on such topics as reading memories; hometown memories; personal favorites; family traditions; favorite toys, games, or amusements; what we did before TV; and clothing styles from childhood.) (YLB)

ED 368 877 CE 066 027

Family Literacy for Parents in Bridge Housing.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- Jun 93
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Economically

by the military as well as civilian opportunities. Each chapter contains pertinent information relative to teaching and training at-risk young adults. The 15 chapters are as follows: "Prologue" (Jane Borne); "Review of Literature" (Lin Harper); "Basic Skills Assessment Tools" (Lewis Pulling); "Success Indicator Assessments" (Roger Goldberg); "Learning Capability Assessments" (Jane Cook); "Certification of Options" (Judy Alamprese); "Learning Modules Recommendations" (Jori Philippi); "Employability Certification Process" (Allen Jones); "Development of Individual Education Plans" (Jori Philippi); "Career Counseling Resource Center Recommendations" (Joyce Kinnison); "Program Evaluation" (Bill Griffin, Sue Lamborn); "Marketing Plan" (Linda Kobylarz); "Grass Roots Recruiting" (Lewie Mannino); "Administrative Overview" (Lin Harper); and "Conclusions and Recommendations" (Jane Borne). An appendix includes excerpts from a sample Job Training Partnership Act proposal. (YLB)

ED 368 895 CE 066 084

Baldwin, John
Education and Welfare Reform: The Story of a Second Chance School. Fastback 355.
PUB DATE- 93
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; *Agency Cooperation; Coordination; Dropouts; Economically Disadvantaged; High Schools; *Personnel Selection; *Program Development; Program Effectiveness; Program Implementation; Recruitment; Reentry Students; Student Evaluation; Values; *Welfare Recipients; Welfare Services
IDENTIFIERS- *Hamilton Terrace Learning Center LA; Welfare Reform

Hamilton Terrace in Shreveport, Louisiana, began as the Caddo P.M. School, which was established to provide high school dropouts an opportunity to return to school to complete their diploma requirements. Unlike other evening programs, the P.M. School allowed students to earn real diplomas. It was selected as the best vehicle for providing the kinds of educational services appropriate to the needs of welfare recipients. Hamilton Terrace achieved considerable success in collaboration. It worked with the Office of Family Support and other agencies to provide additional services for students in return for a variety of considerations. Three concerns had to be dealt with if the school were to perform its assigned task adequately--staffing, curriculum, and resources. Each presented a unique set of problems. The following characteristics were sought in staff: a commitment to the welfare of the students and the school's goal of empowering them to turn around their lives; commitment to change; flexibility; and a clearly felt compassion for the population served. These values began to crystallize: a belief in the unlimited potential of every student; rejection of the practice of labeling students; public assistance as a bridge to a better future; a belief in lifelong learning; and belief in the success of all students. Problems with the students were sporadic attendance and lack of child care, personal motivation, and academic skills. Most of the direction for professional growth was from the Thoughtful Education movement. (YLB)

ED 368 896 CE 066 085

to assess and how the assessment can aid the process of negotiating a learning program; the importance of keeping individual records and planning lessons; and how tutors can evaluate their own teaching. Chapter 4 considers how students' progress can be assessed, both in terms of accreditation and less tangible criteria; it stresses the importance of regular progress reviews and discusses types of accreditation available. Chapter 5 explores the kinds of topics and skills that could be used with students at different levels and suggests a possible order to cover topics. Chapter 6 discusses considerations in developing and selecting numeracy materials, adaptation of existing materials, and use of other media. Chapter 7 lists Adult Literacy and Basic Skills Unit materials available for work with adults. An index is provided. (YLB)

ED 368 914   CE 066 157

Steele, Roger E., Comp.
Association for International Agricultural and Extension
  Education 1994 Conference Papers. Annual Conference (10th,
  Arlington, Virginia, March 24-26, 1994).
PUB DATE- Mar 94
NOTE- 473p.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adoption (Ideas); Agribusiness; *Agricultural Education; Developing Nations; Economic Development; Educational Development; Educational Innovation; Environment; *Experiential Learning; *Extension Education; Farm Visits; Foreign Countries; International Education; *Rural Development; Secondary Education; Supervision; Technology Transfer; *Vocational Education; *Womens Education; Youth Programs
IDENTIFIERS- Africa; Asia; Australia; Bangladesh; Dominican Republic; Ghana; Indonesia; Kenya; Mexico; Nigeria; Pakistan; Samoa; South America; Swaziland; Trinidad and Tobago; Uganda; Venezuela

Selected papers are as follows: "Member Perceptions of the Association for International Agricultural & Extension Education" (Eaton et al.); "Historical Review of U.S. Involvement in International Agricultural Education between World War II and Enactment of Title XII" (Thuemmel, Meaders); "Educational Needs of International Graduate Students as Perceived by Graduate Faculty" (Miller, Ng); "Rethinking the Landscape" (Beilin); "Personal Networks and Agricultural Extension" (Armonia); "Extension Staff Development Program" (Trail, Malindi); "Learning Styles of Extension Personnel and the Implications for Designing Inservice Computer Training Programs" (Park, Gamon); "Agricultural Education and Global Sustainability" (Vahoviak, Etling); "Importance of Extension Education in the Post Harvest Activities of Soybean in Nigeria" (Osho); "Perceptions Regarding Agricultural Extension Education in Swaziland" (Dube, Martin); "Philosophy, Mission, and Focus of Agricultural Extension in Africa, Asia, and Latin America" (Mohamed et al.); "Educational Needs for Enhancing Non-Farm Activities and Entrepreneurship" (Singh, Comer); "Assessment of the Use of Contact Farmers in Training and Visit Extension System in Nigeria" (Omotayo, Arokoyo); "Village Extension Workers (VEWs), Agricultural Extension Officers, and Contact Farmers Perceptions of VEW Visits under the Training and Visit (T&V) System" (Radhakrishna, Yoder); "Expert Identification of Inservice Training Needs of Field Agents Working in T&V Systems of Extension" (Alawy, Safrit); "Creating a Stronger Model for International Youth Exchange" (Etling); "Perceptions Held by grades, test scores, and diplomas are not adequate indicators of proficiency in basic skills; the greatest threat to the future is apathy; and freedom begins where economic necessity ends; and work must be analyzed in terms that reflect workers' real competitive positions in a global community. The implications for correctional education are social-self realization as the purpose of correctional education; a learning theory called the theory of Instrumentalism; a holistic curriculum; a process of teaching as opposed to training; and evaluation in the form of developmental profiles. (YLB)

ED 368 932 CE 066 230

Business Education/Marketing. TLC Technology-Life-Careers 1993-94.
PUB DATE- 94
NOTE- 592p.
LANGUAGE- English
EDRS Price- MF03/PC24 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Business Education; Calculators; High Schools; *Job Skills; Keyboarding (Data Entry); Learning Activities; Lesson Plans; *Marketing; Office Automation; *Office Machines; *Office Practice; *Simulation; State Curriculum Guides; Teaching Methods

This document is a curriculum guide for a 9- or 12-week high school business and marketing course stressing life skills and technology, developed for the state of Utah. The guide is comprised of two sections: an introductory section for teachers with ideas on class management, grading, and other aspects of teaching the material; answer keys; and handout masters; and a section containing 10 individual units, each with one to 10 lesson plans. The units cover the following topics: careers; cashiering; computer; electronic calculators; human relations; keyboarding and electronic typewriters; marketing; shortcuts for writing faster; electronic communications; and a simulated company. Units contain activities, sample work situations, quizzes, and answers to the activities and quizzes. (KC)

ED 368 933 CE 066 239

Alamprese, Judith A.; Kay, Ann
Literacy on the Cafeteria Line: Evaluation of the Skills Enhancement Training Program.
SPONS. AGENCY- Food and Beverage Workers Union, Local 32, Washington, DC.; Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 93
NOTE- 83p.; For a related document, see ED 343 998.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Basic Skills; *Cooks; *Dining Facilities; Hospitality Occupations; *Literacy Education; Models; Program Development; *Program Effectiveness; Program Evaluation; Program Implementation; *School Business Relationship; Student Evaluation; Unions; Vocational Education; *Waiters and Waitresses
IDENTIFIERS- *Workplace Literacy

An evaluation assessed the effectiveness of the Skills Enhancement Training (SET) project that developed a partnership between an employee benefits trust fund and the AFL-CIO Human Resources Development Institute. Data about the effectiveness finding community resources for further help. Three appendixes provide information on the contents of a first-aid kit and vomiting in cases of poisoning; a glossary lists 28 terms that are underlined in the workbook. (KC)

ED 368 952   CE 066 300

Health Care Resources: You Are the Consumer. Student Workbook. Health Promotion for Adult Literacy Students: An Empowering Approach.
SPONS. AGENCY- New York State Education Dept., Albany. Bureau of Continuing Education Program Development.
PUB DATE- 94
NOTE- 57p.; For the related teacher's guide, see ED 362 760. For other related documents, see ED 362 757-763 and CE 066 298-303.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Students; *Consumer Economics; Health Care Costs; Health Education; Health Promotion; High Interest Low Vocabulary Books; *Independent Study; Instructional Materials; Learning Activities; *Literacy Education; *Medical Care Evaluation; Units of Study; Workbooks
IDENTIFIERS- New York

This workbook was developed to help adult literacy students learn about health care resources in order to know how to keep themselves healthy, when they need to see a health professional, and where to go if they do need to see someone. It contains information sheets, student worksheets, and answers to the worksheets. The information sheets are coordinated with an available audiotape. Some of the topics covered in the workbook are the following: entering the health care system; understanding different levels of health care and choosing the best level; knowing the rights and responsibilities of patients and health professionals; forming good health behaviors and using the right health care resources; and knowing where health care resources are in your community, and what they do. Three appendixes provide information on New York State Offices of Mental Health, various types of self-examination procedures, and New York State health care proxy laws; a glossary lists 23 terms that are underlined in the workbook. (KC)

ED 368 953   CE 066 301

Health Insurance: The Facts You Need. Student Workbook. Health Promotion for Adult Literacy Students: An Empowering Approach.
SPONS. AGENCY- New York State Education Dept., Albany. Bureau of Continuing Education Program Development.
PUB DATE- 94
NOTE- 39p.; For the related teacher's guide, see ED 362 761. For other related documents, see ED 362 757-763 and CE 066 298-303.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Students; Consumer Economics; Fringe Benefits; Health Care Costs; *Health Education; *Health Insurance; Health Promotion; High Interest Low Vocabulary Books; *Independent Study; Instructional Materials; Learning Activities; *Literacy Education; Units of Study; Workbooks
IDENTIFIERS- Health Maintenance Organizations; New York

topics covered, suggested teaching and evaluation methods, and materials required; teacher tips; student handouts; word lists; and learning activities/exercises. (MN)

ED 368 971 CE 066 401

Lewandowski, Carol
English as a Second Language. Level 2.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 94
NOTE- 143p.; For related documents, see ED 351 578-599 and CE 066 398-418.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Behavioral Objectives; Communication Skills; *English (Second Language); *Grammar; Grammatical Acceptability; Idioms; *Language Skills; Learning Activities; *Literacy Education; *Skill Development; Speech Skills; *Vocabulary Development; Writing Skills
IDENTIFIERS- *Workplace Literacy

This guide is intended for use in a level 2 course in English as a second language that was developed as a component of a workplace literacy program for persons employed in the manufacturing and service industries. The course is structured so that, upon its completion, students will be able to accomplish the following: ask grammatically correct questions in various tenses, give grammatically correct answers in various tenses, ask for and understand oral instructions, read and use various types of literature encountered in the workplace, communicate effectively with coworkers, and build a working English vocabulary for the workplace and beyond. Included in the guide are a course outline and 16 sections of materials on topics such as verb tenses, expression of agreement and disagreement, comparatives and superlatives, count and noncount nouns, phrasal verbs and object pronouns, work vocabulary, and comprehension of literature encountered in the workplace. Each section contains some or all of the following: objectives; lists of topics covered, suggested teaching and evaluation methods, and materials required; teacher tips; student handouts; word lists; and learning activities/exercises. (MN)

ED 368 972 CE 066 402

Burt, Lorna; And Others
Presentation Skills.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 94
NOTE- 54p.; For related documents, see ED 351 578-599 and CE 066 398-418.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Behavioral Objectives; Learning Activities; *Literacy Education; *Persuasive Discourse; *Public Speaking; *Skill Development; *Speeches; *Speech Skills

demonstrated it is possible to have effective school-based prevention programs and that they are more cost effective than traditional drug treatment programs. (KM)

ED 368 993 CG 025 277

Fostering Peace: A Comparison of Conflict Resolution Approaches for Students (K-12).
PUB DATE- Apr 94
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Conflict Resolution; *Curriculum Evaluation; Elementary Secondary Education; *Instructional Materials; *Peace; *Prosocial Behavior
IDENTIFIERS- Iowa; *Peace Education

This compilation of 12 conflict resolution models is an attempt to provide a comparable overview of approaches that teach conflict management and peacemaking skills to K-12 students, teachers, counselors, and administrators. They have been selected for inclusion because they have been used in many schools around the United States. Each is classroom oriented, and each seeks to enhance responsibility and problem-solving skills. Many teachers and counselors are familiar with more than one approach and often combine elements of various models when teaching. Some models focus more on process, others more on communication skills or on respecting and understanding others as well as oneself; some link personal conflict situations with issues of international concern. All models foster peacemaking skills by developing respect for differing opinions, teaching empathy, and by developing collaborative problem solving skills. They empower students to find their own innovative approaches to conflict management and thus to develop self-esteem and decision making skills. (KM)

ED 368 994 CG 025 278

Bodinger-deUriarte, Cristina
Hate Crime: The Rise of Hate Crime on School Campuses.
PUB DATE- Dec 91
NOTE- 7p.; For the full report on which this publication is based, see ED 334 523.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Crime; Elementary Secondary Education; Etiology; Identification; School Role; *School Safety; *Social Bias; *Social Discrimination; Violence
IDENTIFIERS- *Hate Crime

The varying definitions, the primary characteristics, and the causes of hate crimes are reviewed. In addition, misconceptions about what constitutes a hate crime are discussed, as are the increasing upward trends in various form of hate crime. The important role schools can play in alleviating the hate crime phenomenon is the focus of the concluding section. This article summarizes the Southwest Regional Laboratory's (SWRL's), "Hate Crime: A Sourcebook for Schools Confronting Bigotry, Harassment, Vandalism, and Violence." (KM)

ED 368 995 CG 025 279

Attitudes and Opinions from the Nation's High Achieving Teens.

Sbordone, Robert J.
Post Concussive and Post Traumatic Stress Disorders: Two Mutually Exclusive Syndromes.
PUB DATE- 21 Aug 93
NOTE- 8p.; Paper presented at the Annual Convention of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Clinical Diagnosis; Clinical Psychology; Life Events; Medical Case Histories; *Mental Disorders; Neuropsychology; Psychological Patterns; Stress Variables; Symptoms (Individual Disorders)
IDENTIFIERS- *Posttraumatic Stress Disorder

Much confusion exists between post-concussive syndrome (PCS) and post-traumatic stress disorder (PTSD). This study evaluates the symptoms of both disorders, with the goal of illustrating their unique characteristics. A clinical neuropsychologist interviewed 41 males and 29 females who had previously received the diagnosis of PCS or PTSD. Each subject was asked to provide a highly detailed chronological history of the events which preceded, followed, and occurred during the traumatic event. While none of the PTSD patients reported a loss of consciousness or amnesia, 85.7% and 96.4% respectively, of PCS patients reported these symptoms. Other symptoms, such as intrusive recollections of the event, reluctance to discuss the episode, hypervigilance and nervousness while discussing the event were unique to PTSD patients. These results suggest that PCS and PTSD differ with respect to specific symptoms. PCS and PTSD appear to be mutually exclusive disorders in that patients who are involved in traumatic events develop either PCS of PTSD, but not both for the same event. The clinician should not rely on such symptoms to diagnose PCS or PTSD since an accurate diagnosis of whether a patient sustained either disorder depends on a detailed chronological history obtained from the patient and a careful review of the patient's medical records. (RJM)

ED 369 016   CG 025 364

Bisagni, Gina M.; Eckenrode, John
The Role of Work Identity in Women's Adjustment to Divorce.
PUB DATE- 21 Aug 93
NOTE- 15p.; Paper presented at the Annual Convention of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Divorce; *Employed Women; Employee Attitudes; Females; Interpersonal Relationship; Positive Reinforcement; *Self Concept; *Self Esteem; Work Ethic
IDENTIFIERS- *Work Identity

This study explored the role of employment as a focus of identity in women's divorce adjustment. Based on data from 40 semi-structured interviews, four salient aspects of the worker's role were measured: (1) meaningfulness; (2) social interaction/support; (3) productivity; and (4) positive distraction. Work identity was associated with higher levels of self-esteem (n=.32, p=.05) and lower levels of distress (n=-.35, p=.03). These relationships remained significant with and who are aware of the strengths and weaknesses of grouping will make the decisions that are right for themselves, for their classroom situation, and for their students. (RS)

ED 369 035 CS 011 653

Gormley, Kathleen A., Ed.; McDermott, Peter C., Ed.
The Language and Literacy Spectrum, 1994. A Journal of the New York State Reading Association.
PUB DATE- 94
NOTE- 57p.; Published annually.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Elementary Secondary Education; *Evaluation Methods; *Literacy; Portfolios (Background Materials); Reading Achievement; State Standards; Story Telling; *Student Evaluation; Thematic Approach; Writing Achievement
IDENTIFIERS- Degrees of Reading Power; Educational Issues; *New York

Sharing concerns and interests of New York State educators in the improvement of literacy, this annual journal raises educational issues such as appropriate, effective instruction and assessment for all of New York's children. A central thread found in many of the articles is the importance of authentic or meaningful experiences that invite students into the community of learners. A second strand in the articles in the journal questions many of the evaluation procedures and instruments used to evaluate literacy understandings. Articles in the journal are "Inclusion or Exclusion: No Other Choice" (Connell Frazer); "Thematic Learning: A Classroom Model" (Susan Lehr and Ruth Andrea Levinson); "Yesterday's Children: Implications for Today and Tomorrow" (Helen M. Lounsbury); "Storytelling: A Journey into the Woods" (Marni Schwartz); "A Proposal for Revising CAR Procedures in New York State" (Richard Allington); "Examining the Value of Using Alternative Writing Approaches to Enhance Literacy Development" (Richard Sinatra and Jeffrey Beaudry); "Profiling Children's Narrative Discourse" (Peter Mosenthal); "Should We Rely on the Degrees of Reading Power Test for Third Grade Testing in New York State?" (Reva Cowan); "Portfolios in the Classroom: The Right Tool at the Right Time" (Barbara E. Combs); and "From the Shelves of Hodge-Podge" (Frank Hodge). (RS)

ED 369 036 CS 011 654

Scharer, Patricia L.; Rogers, Theresa
Assessment and Decision Making in Two Schools: The Ohio Site. Technical Report No. 596.
PUB DATE- Apr 94
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Behavior; *Administrator Role; Case Studies; *Curriculum Development; *Decision Making; Elementary Education; *Nontraditional Education; Reading Research; *Student Evaluation; Teacher Administrator Relationship; Teacher Attitudes; Urban Education
IDENTIFIERS- *Ohio; School Culture

A study examined the relationship between assessment and decision making in one of five school districts participating in a national study. Data collected in two alternative elementary schools (one literature-based and one informal) in a large

1986 Diagnostic Reading Program Evaluation Strategies and the language learning concept area are attached. (RS)

ED 369 055 CS 011 673

Koals, Marie B.
Trade Books Used in the Teaching of Reading.
PUB DATE- Dec 93
NOTE- 10p.; Paper presented at the Annual Meeting of the National Reading Conference (43rd, Charleston, SC, December 1-4, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Intermediate Grades; *Reading Instruction; *Reading Interests; *Reading Material Selection; Reading Research; Supplementary Reading Materials; *Teacher Attitudes
IDENTIFIERS- Pennsylvania; *Trade Books

A study identified a list of trade books that educators selected for use in their own classrooms and a list of factors that they considered to be the most important when selecting those books. Subjects, 486 educators who taught in grades 4, 5, or 6 in 45 public school districts and 15 private schools in southeastern Pennsylvania, identified two trade books they had selected and rated 26 factors as to their importance with respect to choosing trade books for classroom instruction. Results indicated that: (1) educators considered factors relating to the content of the book to be more important than the physical features; (2) they were aware that the subject matter should be of interest to the reader and at a level appropriate to the students' reading level and age; (3) they felt that their own review and reading of and materials used by their students was important; (4) students' age was rated as more important than their sex; (5) authors' names were rated as being of little importance; and (6) 88 books were chosen by more than three educators, and 208 were chosen by one or two respondents. Findings suggest that a wide variety of trade books are being chosen for teaching reading and that educators take the time to review and select books which will be appropriate for their classes. (Contains 10 references and two tables of data.) (RS)

ED 369 056 CS 011 674

Bruce, Bertram C.; Peyton, Joy Kreeft
Literacy Development in Network-Based Classrooms. Technical Report No. 597.
SPONS. AGENCY- Annenberg/CPB Project, Washington, DC.; Center for Applied Linguistics, Washington, D.C.
PUB DATE- May 94
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Classroom Communication; *Computer Networks; Elementary Secondary Education; Higher Education; Information Networks; *Literacy; *Program Implementation; Reading Research; Writing Research
IDENTIFIERS- Computer Assisted Writing; *Electronic Networks for Interaction; Gallaudet University DC; Writing Contexts

Classroom-based, real-time communication networks are in wide use for college-level reading and writing instruction and are now being adopted for use in elementary and secondary classes. Teachers use this network-based approach to literacy instruction (known as ENFI--Electronic Networks for

IDENTIFIERS- *Alternative Assessment; *Authentic Assessment; ERIC Digests; Portfolio Approach

Pressed by the vise created by the "era of accountability" and evolving theory which emphasizes constructing meaning and problem solving, educators have become more articulate about defending the classroom impact of new theory. Assessment in the classroom is following contemporary descriptions of learning, thinking, and language use as "processes"--or even one inseparable process. At the same time, the public's concern with academic achievement may have slowed real improvement in education. The result of the use of short-answer or selected-answer assessments has been a narrowing of the curriculum, exacerbated by textbook authors and publishers pressured to structure materials to reflect the content of achievement tests. In the language arts, there is a spreading emphasis on using portfolios as an alternative assessment. In this approach, assessment becomes instruction because students are learning to assess themselves. Many state and local school districts across the country are also experimenting with "performance" or "authentic" tests. Authors and publishers of assessment materials have begun to produce textbooks and instructional materials which cut across content areas. Educators now have a wider, richer selection of materials and ideas to match to the theories to which they subscribe. (RS)

ED 369 076 CS 214 268

Jones, Don

"Murrayesque" Expressivism: A Deweyan Reconsideration of Contemporary Composition's Dangerous Dichotomies.

PUB DATE- 17 Mar 94

NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Higher Education; Theory Practice Relationship; Writing (Composition); *Writing Instruction; *Writing Teachers

IDENTIFIERS- *Composition Theory; Dewey (John); Dichotomies; Educational Issues; Murray (Donald M); *Process Approach (Writing)

Like the narrator of Robert Frost's poem "Mending Wall," instructors need to ask what is being walled in and walled out of their composition programs when categories such as process vs. product, expressive, epistemic, current traditionalism, and social constructionism are constructed. When divisive categories prevent theorists from receiving worthy consideration, then descriptive fences have become exclusionary, prescriptive barriers. As the dialectical philosopher John Dewey warned, humanity "likes to think in terms of extreme opposites. It is given to formulating beliefs in terms of Either-Ors, between which it recognizes no intermediate possibilities." For instance, when Ken Macrorie and Donald Murray and their writing-process colleagues wanted to advocate their new rhetoric, they engaged in divisive thinking with their process "versus" product approach. A Deweyian reconsideration of Don Murray leads to criticism of the "expressivist" label applied to him by Lester Faigley, James Berlin, and others. Rather than engage in divisive and reductive "Either/Or" thinking, it is necessary to preserve the valuable contributions of inevitable incomplete writing development among college students was William Perry in his study of students at Harvard University in the 1950s. Mary Field Belenky articulated a cognitive-developmental theory based on Perry's work but focused on the intellectual development of women. M. L. Davison and others developed a model of reflective judgment in college students and adults. The newest formulation of a model of adult cognitive development is Michael Basseches's model of dialectical thinking, a stage of cognitive development beyond Piaget's formal operations. Basseches does not address the issue of the influence of dialectical thinking on students' ability to form and write effective arguments, but his research suggests that level of dialectical thinking increases with level of formal education. A college English instructor is carrying out a study to attempt to learn which model of cognitive development best predicts success on an argumentative writing task in first-year composition. The instructor predicts that either the Perry scheme or the reflective judgment stage would more closely correlate with writing effectiveness. The next stage in this line of research would be to determine which curricula and instructional methods would best foster intellectual development and the ability to form effective arguments. (Contains 14 references.) (RS)

ED 369 095   CS 214 295

Lynch, Kimberly
Power, Patriarchy, and Punishment in Shakespeare's "Othello."
PUB DATE- Nov 93
NOTE- 11p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (83rd, Pittsburgh, PA, November 17-22, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College English; Curriculum Development; *Discourse Analysis; *Drama; English Literature; *Graduate Students; Higher Education; Renaissance Literature; Teacher Attitudes
IDENTIFIERS- *Antony and Cleopatra; Feminist Criticism; Feminist Pedagogy; Male Female Relationship; *Othello; Shakespeare (William)

An informal survey revealed that graduate students presented with Shakespeare's works felt academically unfit and powerless. These student-teacher-text power relationships parallel the power relationships between the dominant patriarchy and the female characters in "Othello"--Desdemona, Emilia, and Bianca. However, "Antony and Cleopatra" presents an alternative model of distributing power that teachers and students might find instructive. In "Othello," the female characters are ultimately ineffective in changing the power relationship between the dominant culture and themselves. Desdemona's virtue, faithfulness, and simplicity make her an ideal in the patriarch's private world of women, yet she cannot hold her own in the world of men. Of all the characters, Emilia shows the greatest change as she moves from "tolerating men's fantasies to exploding them and from prudent acceptance to courageous repudiation." Bianca threatens the male order with her sexuality and straight speech, but she remains a marginalized figure on the fringes of the patriarchy. In "Antony and Cleopatra," however, Shakespeare offers the most hope of building a marginal voice that is strong enough to speak against and outside the dominant discourse. Both main student body. In film courses, for instance, a mostly male canon is still the rule, since students cannot go on to graduate school unfamiliar with John Ford, Orson Welles, Ingmar Bergman, Spike Lee and others who have introduced important stylistic innovations. Nevertheless, socially corrective judgments can be made: D. W. Griffith's "Intolerance" can be shown instead of "The Birth of a Nation"; "Gone with the Wind," despite its portrayal of Scarlett O'Hara as both a scheming bitch and hard-nosed survivor, can be shown instead of contemporary blockbusters that do little but exploit the image of women. Furthermore, student participation can be encouraged to offset the imbalance in courses in which the primary material features mostly male voices. Teachers and students can also use the mostly male canons to analyze what criteria have been used to measure success over the years. (TB)

ED 369 115   CS 508 552

Strong, John R.
Adapting Pfeiffer and Jones' Experiential Learning Model for Classroom Use.
PUB DATE- Nov 93
NOTE- 12p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; *Experiential Learning; Group Dynamics; Higher Education; *Interpersonal Communication; Models; Sex Differences
IDENTIFIERS- Communication Behavior

J. Pfeiffer and J. Jones' experiential learning model can be modified to direct students toward learning principles, processes and skills which have an influence on relationship dynamics. Students have a particular relationship in mind (called a focus partner) as they study the concepts. Students are encouraged to watch how the concepts would apply in all their other relationships. Small group assignments can be designed to allow for application and understanding of the concepts. Five steps complete the experiential learning cycle: (1) the activity phase (Experiencing); (2) sharing reactions and observations (Publishing); (3) discussing patterns and dynamics (Processing); (4) developing real world principles (Generalizing); and (5) planning effective use of learning (Applying). The instructor is involved in each of the five phases starting with creating the structured activity. Two major concepts ("Separating Worlds" and "Verification Feedback") and five supporting concepts ("Reactive Listening," "Reflective Listening," "Responsive Listening," "Paraphrasing," and "Whole Person Feedback") are introduced to students in the early part of the course. Students divide into dyads (or, at most, one triad with two students assuming one role of the dyad). Students assume the roles of "Jack" and "Mary," a married couple experiencing difficulties in their relationship. Students work through all five phases of the experiential learning model and apply the concepts they are learning in the course. Contains five references and a note on "brainsex" differences in communication dynamics; a description of the steps in using the adapted Pfeiffer and Jones experiential learning cycle is attached.) (RS) the two countries' educational policies and discusses the contexts influencing recent restructuring efforts. Except for centralization levels, choice and accountability goals govern each country's educational rhetoric; although administration is delegated, expenditure cuts constrain the possibilities of the educational process. In neither country has equality been discussed as a dimension of accountability. (Contains 107 references.) (MLH)

ED 369 134 EA 025 641

Smart Schools for San Antonio's Future: A Report on Public Education.
PUB DATE- Mar 92
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- Crisis Intervention; *Educational Improvement; Educational Objectives; Elementary Secondary Education; Family Characteristics; Family Environment; *Family Influence; Family Involvement; *Family School Relationship; *Governance; *Leadership; Pregnant Students; *Public Education
IDENTIFIERS- *San Antonio Independent School District TX

Schools in San Antonio, Texas, need to make changes to make life work better for San Antonio's students, to improve their learning, and to help them become happier and more productive students. Schools must take children where they are and work with their circumstances. San Antonio is failing to provide students with the learning and development they need for numerous reasons, one being a lack of agreement on goals and purposes. This report addresses the problems by providing a framework for developing new goals and new visions; for pooling community resources in an effort to work together; for creating an array of new social contracts across the community that will sustain reform; and for reinventing the school and its work. Listed are 11 design principles for teaching and learning smart in schools. Examples of the design principles are authentic assessment, and cooperative learning. Additionally, seven design principles for school governance and leadership are: (1) school-based governance; (2) smart leadership; (3) functional schools, enduring relationships; (4) enhancing professionalism; (5) choice, diversity, and accountability; (6) school-communities; and (7) community service centers. (Author/KDP)

ED 369 135 EA 025 656

Planning for Change: A Source Book for Strategic Planning.
PUB DATE- Feb 93
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Change; *Educational Objectives; Educational Strategies; Elementary Secondary Education; Public Schools; *School Districts; *School Restructuring; *Strategic Planning

Over the past decade, there have been many calls for fundamental

Councils

When created and operated appropriately, school-site councils can be a very useful component of school renewal. Councils are difficult to create, since members must shift roles, compromise strongly held beliefs, and invest considerable time, energy, and know-how. Advantages of group decision making are bringing diverse experience and expertise to a problem, facilitating implementation, and stressing the representative whole over single strident or persistent voices. To ensure effectiveness, school councils must focus on important issues and use time wisely. Principals must learn to share authority, or traditional power relationships will merely be furthered. Principals who exercise power through, rather than over, others create conditions favoring staff cooperation to achieve valued outcomes. Effective site councils begin with adequate training and are characterized by diversity, open communications, and accountability to the school board and the superintendent. Districts should develop policies specifying the relationship between the district and site councils, the councils' place in the strategic district plan, and permissible exemptions from policy and procedures. School-site councils are grassroots, reform-oriented organizations whose effectiveness depends on people's skilful and committed participation in the democratic process. (MLH)

ED 369 155 EA 025 758

Ensuring Student Success through Collaboration. Bulletin No. 94076.
SPONS. AGENCY- Council of Chief State School Officers, Washington, D.C.
PUB DATE- Aug 93
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; Needs Assessment; *Partnerships in Education; *School Community Relationship; *Student Needs
IDENTIFIERS- *Wisconsin

Wisconsin designed a proposal to the Council of Chief State School Officers (CCSSO) for funding through a grant program: "Ensuring Student Success Through Collaboration." With the financial support made available by CCSSO through this grant program, a statewide meeting on May 26, 1993, was held to explore school/community collaboration to address the needs of children and families. The meeting was attended by over 100 opinion leaders on collaboration. The meeting intended to discuss numerous topics, including sharing with others the experiences of implementing and sustaining community collaborative initiatives. The overall purpose of the project was to explore the feasibility of collaboration as a method for successfully meeting the needs of children and families in Wisconsin. The methods of exploration included the statewide meeting with followup telephone interviews. Information was compiled and formulated into a guide for collaboration and a community needs assessment. Included in the guide are four appendices: Stevens Point Conference itinerary; protocol for telephone interviews; benefits and obstacles for collaboration; and community assessments. Contains 12 references. (KDP)

ED 369 156 EA 025 759

ED 369 175 EA 025 794

Levin, Benjamin
Schools Coping with a Changing World.
PUB DATE- Apr 94
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; *Educational Change; *Educational Environment; Elementary Secondary Education; Foreign Countries; *Organizational Change; Organizational Theories; *Social Change; *Social Environment

Changes in society such as unemployment, the economy, crime, violence, families, and technology all affect schools. Schools must understand how these changes in society will have an impact on education and respond appropriately. Schools are similar to other organizations, and research commonly assumes that they change strategically in response to external demands or pressures. However, the process of change is more complex and less focused. There are two problems in studying the interactions between organizations and their environments. First, it is not always clear where the organization ends and the environment begins. Second, many organizations have many diverse environments. Three studies help examine the interaction between organizations and their environments: interviews with 12 secondary school principals; case studies of a school district, a hospital, a government department, and a private-sector company; and case studies of 5 school districts. The studies revealed that educators believe that nearly everything happening in the school environment is important to education. However, they have no structured way of learning about the external world. Also, educators are often overwhelmed by environmental change and have difficulty responding to it. There are steps educators can take to more efficiently understand and deal with environmental change. (Contains 63 references.) (JPT)

ED 369 176 EA 025 795

Goldman, Paul; Conley, David T.
School Responses to State-Level Restructuring Legislation.
PUB DATE- Apr 94
NOTE- 58p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Change Agents; *Change Strategies; Educational Change; Educational Policy; Elementary Secondary Education; Public Schools; *School Restructuring; *State Legislation; *State School District Relationship; *Teacher Attitudes
IDENTIFIERS- *Oregon

In 1991, the Oregon State Legislature passed the Educational Act for the 21st Century. Since then, schools around the state have reacted in a variety of ways in an attempt to meet or avoid the law's requirements. A survey of schools and focus-group data from 18 Oregon schools were used to examine the policy

Incentive Grant (SIG) program in District 75/Citywide special education was to improve the knowledge levels and competencies of special education teachers, paraprofessionals, and related service providers by offering a variety of training options for all eligible personnel serving in District 75 programs. This evaluation of the program focuses on two aspects: Power of Choice (a school-wide responsibility management system to increase students' social skills) and Anger Control (a cognitive behavioral approach to dealing with difficult students). Based on interviews with teachers, paraprofessionals, and administrators at four sites where Power of Choice methods were being implemented, evaluators found the program to be successful in achieving its goals. School staff reported the "point" system and the "time out" system to be particularly effective with students. Based on observation of an all-day training session on Anger Control and on follow-up surveys of the participants, evaluators found this component of the program also to be successful. School staff reported particular success with averting potentially problematic situations, and reported that their own behavior had been modified by Anger Control training. Recommendations for program changes conclude the report. Appendixes contain program descriptions and statistical data. (JDD)

ED 369 195 EC 302 922

Peterson, Reece L., Ed.; Ishii-Jordan, Sharon, Ed.
Multicultural Issues in the Education of Students with Behavioral Disorders.
PUB DATE- 94
NOTE- 291p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Aggression; American Indians; Asian Americans; *Behavior Disorders; Black Students; Cultural Differences; *Cultural Influences; Delinquency; Depression (Psychology); *Disability Identification; Elementary Secondary Education; *Emotional Disturbances; Ethnic Groups; Hispanic Americans; Immigrants; *Intervention; Juvenile Gangs; Mental Health; *Multicultural Education; Racial Differences; Religion; Sex Differences; Student Characteristics; Student Evaluation; Urban Youth
IDENTIFIERS- African Americans; *Diversity (Student); Native Americans

This book examines the effect of racial, ethnic, and cultural factors on the process of identifying and serving students with emotional or behavioral disorders. The book acknowledges the importance of diversity among students with behavioral disorders, and the need to consider their diversity in identifying their behaviors and intervening to change them. Chapters include, among others: "Cultural Biases in the Identification of Students with Behavioral Disorders" (Eun-Ja Kim Park and others); "Perspectives on Culture and Aggression: Implications for Educators" (Mary Kay Zabel and Robert H. Zabel); "Childhood Depression: Ethnic and Cultural Issues in Special Education" (Robert S. Rueda and Steven R. Forness); "Juvenile Delinquency in the Context of Culture and Community" (C. Michael Nelson and Cheryll A. Pearson); "Perceptions about Behavioral Disorders in African-American Cultures and Communities" (Mary G. Anderson); "Behavioral Disorders in the Context of Asian Cultures (Sharon Ishii-Jordan and Reece L. Peterson); "Behavioral Disorders in Hispanic-American Cultures" (Placido A. Hoernicke and others); "Native Americans and

Program.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Change; *Disabilities; *Early Intervention; *Goal Orientation; *Helping Relationship; *Individual Development; Individualized Programs; Mainstreaming; Preschool Education; Staff Development; *Student Development
IDENTIFIERS- *Coaching

The concept of coaching can be operationalized to support the growth, change, and commitment of staff, families, and children participating in integrated preschool intervention programs. Coaching is a strategy for facilitating accomplishment; it is a process whereby a coach and a player work together with the intention of realizing a player's visions and goals. It is based on the assumption that accomplishments of an individual are directly correlated with an individual's perception of his or her ability to accomplish. This paper discusses: opportunities for coaching, establishing the coaching relationship, and the work of the coach. Six steps used by coaches to move the players from vision to accomplishment include: (1) listening to the problem, (2) offering alternative perspectives on the problem, (3) turning problems into projects, (4) designing a collaborative action plan, (5) coaching for accomplishment, and (6) completing the coaching relationship. Three scenarios illustrate use of the coaching approach. (JDD)

ED 369 214 EC 302 943

Abraham, Marie R.; And Others
Inclusive Early Childhood Education: A Model Classroom.
PUB DATE- 93
NOTE- 189p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Child Development; Classroom Environment; Curriculum; *Disabilities; Early Childhood Education; *Early Intervention; *Educational Methods; Educational Practices; Individualized Education Programs; *Instructional Development; Interpersonal Competence; Language Acquisition; *Mainstreaming; Models; Program Development; Social Integration; Special Education; Student Evaluation; Teaching Methods; Thematic Approach
IDENTIFIERS- *Inclusive Schools

This guide presents a model for designing an early childhood program that educates children with and without disabilities in the same classroom setting. Its system of instruction is developmentally appropriate for preschool children and provides effective early intervention for young children with disabilities. It focuses on creating an environment that fosters children's confidence in themselves as learners, encourages children's active participation in their learning, promotes children's ability to understand and appreciate others, encourages meaningful relationships with other

Education Resources, and the Western Regional Resources Center. Preliminary information includes directions for using the bibliography; a sample document resume; and information on obtaining full texts of journal articles, documents, theses and dissertations. Citations are grouped into the following topic areas: (1) collaboration between regular and special education; (2) assessment (including prereferral intervention); (3) staff development; (4) changing roles and responsibilities; (5) administrative concerns/planning and accountability; (6) instructional and curriculum strategies; (7) interagency coordination; (8) principles of good practice; (9) philosophy, history, and viewpoints; and (10) media. (DB)

ED 369 232 EC 302 962

Marder, Camille
Secondary School Students Classified as Seriously Emotionally Disturbed: How Are They Being Served?
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Apr 92
NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Attendance; Delivery Systems; Dropouts; Educational Needs; Educational Philosophy; Educational Policy; *Educational Practices; *Emotional Disturbances; Grade Point Average; Graduation; *Outcomes of Education; *Pupil Personnel Services; Secondary Education; Services; *Severe Disabilities; Student Characteristics
IDENTIFIERS- National Longitudinal Transition Study Spec Educ

This paper examines services being received by secondary students classified as seriously emotionally disturbed; school policies concerning their education; and the links between services, policies, and school performance. Data from a subset of 782 youth with serious emotional disturbances from the National Longitudinal Transition Study (NLTS) were analyzed. This report describes the characteristics of the study population; the philosophies, policies, and practices of the schools they attended; and the services available in the schools. The report next examines these students' receipt of services and their secondery school performance and outcomes as measured by absenteeism, grades and course failure, retention in grade, performance on minimum competency tests, and mode of school leaving. Finally, multivariate models are used to examine the link between school policies, service receipt, and absenteeism and course failure. Results indicated that fewer than half of the students had received counseling/therapy from any source, and only one third had received such services from their schools. Fifteen percent had received tutoring services. Very little of the variance in school performance was explained by the models, though the models suggest that tutoring and personal counseling/therapy may help improve student outcomes. Appendices provide background information on the NLTS sample and a listing of 21 reports and papers based on the NLTS. Contains 41 references. (DB)

ED 369 233 EC 302 963

Marder, Camille; D'Amico, Ronald

repeated exposure to material and many opportunities to practice skills. The curriculum includes five content areas. The problem solving/rational behavior skills area teaches students a five-step problem solving strategy. The second area presents information about legal and illegal drug use and the effects of tobacco, alcohol, marijuana, and cocaine. The area of healthy lifestyles teaches practices to ensure physical and psychological well being. The area of family dynamics teaches students how to remain drug free when dealing with drug abuse in the family. The fifth area, that of social skills, presents a structured program of 10 skills. (DB)

ED 369 251   EC 302 984

Ross, Francine C.; Wax, Ilene
Inclusionary Programs for Children with Language and/or Learning Disabilities: Issues in Teacher Readiness.
PUB DATE- 4 Dec 93
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Inservice Teacher Education; Knowledge Level; *Language Impairments; *Learning Disabilities; *Mainstreaming; Preservice Teacher Education; *Regular and Special Education Relationship; Remedial Instruction; Self Evaluation (Individuals); *Teacher Attitudes
IDENTIFIERS- *Inclusive Schools

This paper addresses issues identified in a survey of regular teachers needing to implement classroom-based remediation programs for children with language and/or learning disabilities. Sixteen teachers from two states completed open-ended surveys and participated in follow-up interviews. The survey examined their opinions concerning the inclusion of these children in full-day classroom programs. All the teachers expressed a concern that they have been given additional responsibilities without the necessary technical and administrative supports. Teachers were most concerned about: (1) their lack of knowledge about specific language/learning disabilities; (2) their unmet need for modeling of effective teaching strategies and collaboration with special education teachers; and (3) their lack of planning time and paraprofessional help. Additionally, teachers reported a lack of information about the child's needs. However, teachers also reported discovering that these children could be successful in the classroom and that the inclusion policy had led to expansion of their teaching methods. Implications for preservice and inservice training needs are drawn. An appendix includes the survey questions. (Contains 14 references.) (DB)

ED 369 252   EC 302 985

Schrag, Judy A.
Organizational, Instructional and Curricular Strategies To Support the Implementation of Unified, Coordinated, and Inclusive Schools.
PUB DATE- Nov 93
NOTE- 86p.; Paper prepared for the Designing Learner-Centered Schools Conference (November 14-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)

Effectiveness; *Teacher Role

This paper argues that instruction can play a significant role in second language acquisition (SLA) and that the acculturation process can, to some extent, take place in the second language classroom as well as the naturalistic setting. J. H. Schumann's acculturation model of SLA contends that learners will succeed in SLA only to the extent they acculturate into the group that speaks the target language natively. Schumann separates instruction from acculturation, and claims that instruction is a minor variable in the SLA process compared to acculturation. Despite Schumann's assertions, it is argued that a responsive teacher can do much to alleviate psychological and sociological distance factors between the students and the target culture, and responsive teaching may increase learner receptivity to the target language. The paper also examines the classroom implications of the acculturation model. (Contains 35 references.) (MDM)

ED 369 273 FL 022 022

English as a Second Language (ESL) in Alberta Schools. Parent Handbook.
PUB DATE- 94
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Philosophy; Elementary Secondary Education; *English (Second Language); Foreign Countries; *Immigrants; Parent Child Relationship; Parent Participation; Parent Role; Parent School Relationship; Public Schools; *Second Language Programs
IDENTIFIERS- *Alberta

Schools in Alberta provide English-as-a-Second-Language (ESL) program support to immigrant students while they are adjusting to Canadian culture and learning the English language. This booklet is for parents who are new to Alberta, whose children are learning ESL and/or who need more information about ESL program support. A description of the education system in Alberta includes Alberta's philosophy of learning and education, the nature of communication between parents and schools, and parent-teacher interviews. Various types of ESL support are offered, including scheduled classes outside the regular classroom with ESL specialists and individual attention in the regular classroom. Several suggestions are offered for parents who want to know what they can do to help their children learn and succeed in school. Parents are advised to speak the first language at home with children, increase the amount of time they spend with their children on school work, and increase their involvement in school functions and activities. (JP)

ED 369 274 FL 022 023

Sadtono, Eugenius, Ed.
Language Teacher Education in a Fast-Changing World. Anthology Series 29. Selected Papers from a Seminar on Language Teacher Education in a Fast-Changing World (April 1992).
PUB DATE- 92
NOTE- 171p.; For individual papers, see FL 022 024-032.
LANGUAGE- English

ED 369 293 FL 022 080

Language Policy, Literacy, and Culture. Roundtable Discussion from the International Conference on Education (43rd, Geneva, Switzerland, September 18, 1992).
PUB DATE- 18 Sep 92
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - Proceedings (021)
DESCRIPTORS- Adult Basic Education; Anthropological Linguistics; Case Studies; Cultural Pluralism; *Culture; Educational Objectives; *Educational Policy; Ethnography; Foreign Countries; Language Acquisition; *Literacy; Multilingualism; *Public Policy; Second Language Learning; Young Children
IDENTIFIERS- Africa; Asia; *Language Policy; *UNESCO

The key role that language and language policy play in relation to education, culture, and multiculturalism was emphasized throughout the plenary and workshop discussions of the 43rd Session of the International Conference on Education, convened by UNESCO in September, 1992. This paper reports the roundtable discussions of this meeting. The chapter by William F. Mackey examines differences among these three concepts in context, content, and the constraints that their treatment imposes on national and/or educational policy. Ayo Bamgbose describes policy options for language policies in basic education in Africa and argues that the need to associate language policy more closely with educational objectives is key when considering policy options. Mary Clay uses case study examples to show the effects that some language policies have had on language learning. Children's literacy in Latin America is discussed in a chapter by Emilia Ferreiro. Official recognition of plurilingualism in the Asian region and language policy is the focus of the chapter by D. P. Pattanayak. Brian V. Street provides a social anthropological view of literacy and culture, describes new approaches to the study of literacy and policy implications of these approaches, and details ethnographic examples of what people actually do with literacy in their everyday lives. (JP)

ED 369 294 FL 022 082

Cahill, Mike
Dipthongization and Underspecification in Konni.
PUB DATE- Jul 93
NOTE- 20p.; Paper presented at the Annual Conference on African Languages (Columbus, OH, July 23-25, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- African Languages; Foreign Countries; Generative Phonology; Language Research; *Phonetics; *Phonology; *Structural Analysis (Linguistics); Uncommonly Taught Languages; *Vowels
IDENTIFIERS- Gur Languages

This paper demonstrates that the phonetic vowel sequences of Konni can be analyzed as a dipthongization of long mid vowels. Evidence from phonetics, phonological rules, and tone is cited to support this conclusion. The vowel harmony system of Konni is reviewed and underspecification of features is seen to play a crucial role in explaining vowel harmony. Vowel harmony and underspecification are combined with the coindexing concept of

Engineering" as part of a curriculum revision project which emphasizes critical thinking, cooperative group learning and problem solving, the integration of knowledge through projects, and student responsibility for learning. The three objectives of the course are fundamentals of civil engineering, computer skills, and working in a group environment. The course incorporates computer application skills, the development of oral and professional presentation skills, team teaching, small group cooperative learning, Graduate Teaching Assistants, and the use of undergraduate students as Peer Learning Assistants. The course utilizes a hands-on approach that involves the learner in the building of bridges between facts and concepts and between disciplines and subdisciplines. Student groups range from informal gatherings (e.g., three to four students organized into teams during lecture periods) to formal groups (e.g., laboratory teams in which each student is given a role assignment and the team is asked to conduct an experiment or solve a problem and then submit a formal report). A rationale for the curriculum revision process is offered, and course evaluation plans are outlined. (JDD)

ED 369 314 HE 027 352

The Senior Year Experience. Conference Program and Proceedings (4th, Orlando, Florida, March 13-15, 1994).
PUB DATE- 94
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Career Counseling; *College Seniors; *Education Work Relationship; Higher Education; Student Development; Student Experience; *Transitional Programs

This conference considered the experience of college and university seniors as they prepare to make the transition from academia to the "real world." This program and proceedings document provides a schedule of sessions and presents descriptions of presentations planned in such areas as: capstone courses in psychology, humanities, responsibility for the future, and general education; teaching rights and responsibilities; Black college graduates; integration of seniors' major field of study and liberal education; research on the senior year; developing reflectivity; transition style; ethics; career counseling; the quest for wholeness; and interview and etiquette skills. A one to two page abstract of each presentation is also provided; the abstracts are organized alphabetically by the presenters' institutions. (JDD)

ED 369 315 HE 027 353

Seitz, James E.
Effective Board Participation.
PUB DATE- 94
NOTE- 127p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Advisory Committees; Board of Education Policy; Board of Education Role; *Boards of Education; Budgeting; Checklists; Elementary Secondary Education; *Evaluation

Learning Enhancement for Adults with Disabilities. LEAD 2000 Congress Proceedings (Little Rock, Arkansas, January 29-31, 1993).
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.
PUB DATE- Jan 93
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Adult Literacy; *Adult Programs; Change Strategies; Conferences; Definitions; Educational Change; *Educational Counseling; *Educational Diagnosis; Educational Needs; Educational Policy; Educational Practices; Educational Trends; *Learning Disabilities; Policy Formation; Postsecondary Education; *Program Improvement; Public Policy; *Remedial Instruction

Forty representative learning disabilities specialists from 19 states met to discuss ways of improving the diagnosis, remediation, and counseling of adults with learning disabilities. First, the activities of the Jones Learning Center at the University of the Ozarks regarding diagnosing and mainstreaming college students with learning disabilities were recounted. Next, participants developed a five-point definition of the term "learning disability." At the next day's morning session, conference members split into groups and developed historical time lines of major trends in diagnosing learning disabilities during the past 5 decades and milestones in research or treatment of learning disabilities since the 1920s. In the afternoon, participants discussed coping, compensation, and programs. Small group exercises were held in which participants assumed the roles of students, teachers, employers, and policymakers. At the closing session, participants shared their own experiences in diagnosing and treating adults with learning disabilities. A resolution urging the U.S. Department of Education to establish, fund, and coordinate a formal national policy for lifelong learning needs and education of adults with learning disabilities and an action agenda were formulated. (MN)

ED 368 858 CE 065 409

Women's Job Training Agenda.
PUB DATE- Dec 92
NOTE- 34p.; Product of the Coalition on Women and Job Training.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; Coordination; Educational Legislation; *Educational Needs; Educational Objectives; *Educational Policy; Employment Programs; Equal Education; Federal Legislation; *Females; *Government School Relationship; Job Development; *Job Training; Position Papers; Program Content; Program Development; Program Evaluation; *Public Policy; Secondary Education; Services; Sex Fairness; Student Evaluation; Transitional Programs; Welfare Recipients

The Coalition on Women and Job Training has developed a women's job training agenda that focuses on nine issues related to women's full participation in training and achievement of economic self-sufficiency. The issues highlighted in the agenda are as follows: (1) the need to make long-term economic self-sufficiency the goal of all employment and training policies; (2) the importance of developing training programs to provide

Disadvantaged; *Homeless People; *Literacy Education; *Parent Child Relationship; *Parent Education; Program Development; *Reading Aloud to Others; Reading Attitudes; *Young Children
IDENTIFIERS- 353 Project; Family Literacy

A program was developed to demonstrate an effective delivery system for providing family-oriented literacy services to homeless parents of young children. By taking the program directly into four bridge or transitional housing sites in Greater Pittsburgh, Pittsburgh Literacy Initiative of Goodwill Industries believed that the result would be an increase in the amount of time parents spent reading to their children. A four-session workshop developed for the Allegheny County Head Start program was expanded to six sessions and tailored for the parents in the bridge housing programs. Each session focused on a different type of children's book and exposed parents to a variety of ways to use the books with their children. Parents were also taught craft activities to extend the ideas in the stories. A total of 48 women benefited as a result of their participation in this project with 98 children benefiting indirectly. The program was evaluated on a weekly basis and at the end of the six-session workshop by the instructor to determine if content was appropriate for the women. The bridge housing program staff evaluated the effectiveness of the workshop in a letter to the project supervisor and said the program improved relationships between the women and their children. Participants evaluated the workshop sessions in a written paragraph. (Participant and bridge housing staff evaluations are appended.) (YLB)

ED 368 878 CE 066 028

Helping Learning Disabled Adults through Special Tutorial Techniques. Final Report. 1992-1993.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- Jun 93
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; *Individualized Instruction; Inservice Teacher Education; *Learning Disabilities; *Literacy Education; Mathematics Skills; *Tutoring; Tutors; *Volunteer Training; Workshops
IDENTIFIERS- 353 Project

A project offered special training to instructors and volunteer tutors for adult basic education classes in recognizing and helping adults who are enrolled in adult education programs with learning disabilities. These instructors and tutors were taught the necessary skills through a series of three 3-hour inservice sessions. The regular instructors and tutors were trained in the use of alternate techniques that would enable them to assist students on an individual basis and help them advance their general literacy skills. Some strategies presented were "Tic Tac Toe" math, individualized vocabulary program, rhyming lists, and sight-sound word recognition. Eight volunteer tutors were chosen to attend. (An appendix contains evaluation forms completed by tutors concerning a student with whom alternate teaching techniques were used.) (YLB)

ED 368 879 CE 066 029

Green, James E.; Weaver, Roy A.
Tech Prep: A Strategy for School Reform. Fastback 363.
PUB DATE- 94
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Education; *Articulation (Education); Competency Based Education; *Educational Change; High Schools; *Integrated Curriculum; Postsecondary Education; *School Business Relationship; Staff Development; *Technology Education; Two Year Colleges; Vocational Education
IDENTIFIERS- *Tech Prep

A tech prep (TP) curriculum merges academic programs and career preparation and is a direct attempt to rethink both the purpose and the method of secondary schooling for many students. TP sprang from the employment legislation of the 1960s and was given strong impetus by the education reform movement of the 1980s. Congress authorized national funding for TP programs in the 1990 Perkins Act. Applied academics are the heart of TP. A TP curriculum is competency based and fuses secondary and postsecondary education into one articulate program. Its four instructional strategies originate from the characteristics of the modern workplace. They are applications-based instruction, cooperative learning, problem solving, and learning styles. A number of elements crucial to the success of the TP program require professional development for the faculty. Schools must form links with outside resources. School leaders must change faculty attitudes. Faculty must develop a balanced core of common learning, be trained in alternate methods of measurement, collaborate with other disciplines, and be trained in ways to provide students with active learning opportunities. TP calls for partnerships between schools and business and industry. Characteristics of effective partnerships are a school-business/industry liaison, a written specific agreement, collaborative leadership, meaningful incentives for participation, outcome-based and measurable results, and continuing support. TP has been implemented successfully in Indiana, North Carolina, and Texas. (Contains 30 references.) (YLB)

ED 368 897 CE 066 089

Gebicke, Mark E.
Military Training. Lessons Learned and Their Implications for the Future. Testimony before the Subcommittee on Military Forces and Personnel, Committee on Armed Services, House of Representatives.
PUB DATE- 10 Mar 94
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Educational Change; *Educational Improvement; *Enlisted Personnel; Federal Aid; Military Science; *Military Training; Postsecondary Education; Program Improvement; Simulation; *Teaching Methods

Training of active duty forces is a never-ending process beset with challenges and lessons. Despite the widely shared view that today's military forces are the best trained forces in the world, some common recurring weaknesses reinforce the need for a continuing emphasis on repetitive training if U.S. forces are to be prepared to fight and win the first battle of the next

Secondary School Agricultural Educators in Iowa Regarding Adding a Global Perspective to the Agriculture Curriculum" (Perez-Morales, Miller); "Development of Vocational Agriculture in Swaziland" (Mndebele, Crunkilton); "Extension Serving Women Farmers" (Morrone); "Nonformal Education for Empowerment" (Nti, Etling); "Factors Influencing Rural Women Cassava Processors' Intended Participation in an Agricultural Extension Education Program" (Ojomo, McCaslin); "Cooperative Efforts for Agricultural Extension and Rural Development" (Brewer, Meaders); "Need for U.S. and International Collaborative Rural Leadership Education for the 21st Century" (Dhanakumar et al.); "University's Role in Agricultural Development" (Cristovao, Koehnen); "Educational Needs of International Graduate Students of Extension Education" (Mohamed et al.); "Review and Synthesis of Extension Problems in Africa and Asia" (Ukaga et al.); "Development of Rural Youths through Farmers' Training and Education" (Auta, Akpoko); and "Mobilizing Rural Youths for a Career in Farming" (Arokoyo, Omotayo). (YLB)

ED 368 915   CE 066 164

Martinson, Karin; Friedlander, Daniel
GAIN: Basic Education in a Welfare-to-Work Program. California's Greater Avenues for Independence Program.
SPONS. AGENCY- California State Dept. of Social Services, Sacramento.; Department of Health and Human Services, Washington, D.C.
PUB DATE- Jan 94
NOTE- 257p.; For related documents, see ED 334 354, ED 337 657, ED 345 089, and ED 358 296.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Adult Basic Education; *Adult Literacy; Dropout Rate; Economically Disadvantaged; Employment Programs; Followup Studies; High School Equivalency Programs; Literacy Education; *Outcomes of Education; *Program Effectiveness; Program Evaluation; State Programs; Student Evaluation; Tables (Data); *Welfare Recipients
IDENTIFIERS- California; *Greater Avenues for Independence

An evaluation of California's statewide Greater Avenues for Independence (GAIN) Program was based mainly on a sample of more than 2,500 welfare recipients in five of the six counties included in the ongoing evaluation. The evaluation drew on previously completed analyses and new data based on a survey of these recipients and the results of a literacy test, both of which were administered to them 2-3 years after they became part of the research sample. Findings showed the following: GAIN programs all successfully met the unprecedented challenge of providing basic education to great numbers of welfare recipients; GAIN led to increases in the number of hours in basic education and in receipt of a General Educational Development certificate; in only one study county, welfare recipients experienced significant increases on scores on a test of literacy and mathematical problem solving; and at the 2-year point, there was no link between sites with educational gains and sites with earning gains. Educational gains were concentrated among individuals with relatively high levels of literacy and test score gains were concentrated in the site that created a virtually new, county-wide adult education program tailored to the special needs of people on welfare. (Appendixes include survey response analysis, supplemental tables and figures to chapters, and 24 references.) (YLB) of the partnership model, impact of the instructor training and technical assistance, and impact on workers were collected through interviews, observations of teacher training sessions, analysis of assessment data, and analysis of information on project forms. Conceived by a local cafeteria workers' union, SET offered instruction in reading, writing, math, problem solving, and communications competencies used in the cafeteria jobs. Participation in SET's educational partnership enhanced company and union awareness of basic skill needs in their industry. SET provided a model for education based within an industry. Analysis of Comprehensive Adult Student Assessment System data and learners' comments showed quantitative gains in basic skills and qualitative gains. Instructors agreed the inservice training was needed and worthwhile and found the developed curriculum useful; they had difficulty grasping the nuances of the workplace and generating examples of context-based applications. Interview data indicated workers appreciated the opportunity to learn workplace-related skills. Recommendations were made concerning ongoing SET implementation, lessons for other educational partnerships, and federal technical assistance. (Appendixes list fund members and job classifications.) (YLB)

ED 368 934 CE 066 245

Putnam, A. R.
Conference Program Analysis. Technology Education Division.
PUB DATE- Dec 93
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Conferences; *Evaluation Criteria; *Evaluation Methods; Models; *Pilot Projects; Postsecondary Education; *Program Evaluation; *Questionnaires; Research Methodology; Technology Education

A pilot project attempted to measure reactions of participants to the Technology Education Division program at the national convention of the American Vocational Association in St. Louis (December 1992). After a review of the literature, a Conference Reaction Model was developed and subjected to peer review. After several revisions, a pilot instrument was developed and distributed to approximately 350 conference participants, with 127 completed returns received. More than half of the respondents listed "ideas for future action" as the primary reason for attending a session, and 85 percent were satisfied or very satisfied with the session. More than 60 percent of all respondents were satisfied with the conference program; reactions to the general sessions were the most varied. However, great variability existed between reaction to different speakers and programs in the same session. The most common complaint was individual presenters' lack of organization. It was recommended that this problem be addressed by requiring more complete organization from those programs early in the planning process. (The Conference Reaction Model and evaluation sheet are included in the report.) (KC)

ED 368 935 CE 066 246

Kashef, Ali E.
A Comparison of the Effectiveness between Computer Aided Drafting and the Traditional Drafting Techniques as Methods of Teaching Pictorial and Multiview Drawings.

This workbook was developed to help adult literacy students learn about health insurance. It contains information sheets, student worksheets, and answers to the worksheets. The information sheets are coordinated with an available audiotape. Some of the topics covered in the workbook are the following: understanding health insurance choices; understanding if coverage is enough; knowing personal rights and responsibilities and the insurance company's rights and responsibilities; knowing how to file a claim; and insurance vocabulary. Two handout sections provide information on resources and Health Maintenance Organizations (HMOs) in New York State; a glossary lists 26 terms that are underlined in the workbook. (KC)

ED 368 954 CE 066 302

Nutrition: Eating for Better Health. Student Workbook. Health Promotion for Adult Literacy Students: An Empowering Approach.
SPONS. AGENCY- New York State Education Dept., Albany. Bureau of Continuing Education Program Development.
PUB DATE- 94
NOTE- 57p.; For the related teacher's guide, see ED 362 762. For other related documents, see ED 362 757-763 and CE 066 298-303.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Students; *Health Education; Health Promotion; High Interest Low Vocabulary Books; *Independent Study; Instructional Materials; Learning Activities; *Literacy Education; *Nutrition; Units of Study; Workbooks

This workbook was developed to help adult literacy students learn about nutrition. It contains information sheets, student worksheets, and answers to the worksheets. The information sheets are coordinated with an available audiotape. Some of the topics covered in the workbook are the following: choosing good foods without spending a lot of money; know how eating better can make you healthier; knowing that what you eat affects everything about you; knowing that babies, children, and adults need different foods; and finding places in the community that can help you learn more about nutrition. Seven appendixes provide information on the following: steps to improve health; a basic eating plan for all ages; saving money and time; tips for pregnant women; breastfeeding; ideas for high-quality protein; and lifestyle activities. A glossary lists 53 terms that are underlined in the workbook. (KC)

ED 368 955 CE 066 303

Sexual Abuse: Facts for Discussion, Prevention, and Management. Student Workbook. Health Promotion for Adult Literacy Students: An Empowering Approach.
SPONS. AGENCY- New York State Education Dept., Albany. Bureau of Continuing Education Program Development.
PUB DATE- 94
NOTE- 42p.; For the related teacher's guide, see ED 362 763. For other related documents, see ED 362 757-762 and CE 066 298-302.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Students; *Health Education; Health Promotion; High Interest Low Vocabulary Books; *Independent Study; Instructional

IDENTIFIERS- Workplace Literacy

This guide is intended for use in an eight-session course designed to develop the presentation skills required of persons employed in the manufacturing and service industries. The course is structured so that, upon its completion, students will be able to accomplish the following: identify the traits of good and bad speakers; research and organize information; define objectives; identify different audiences and situations; identify purpose; write a presentation draft (introduction, support, conclusion); condense a draft and transfer it to notecards; use strategies to reduce presentation stress; make prepared and coherent impromptu presentations; and give and receive constructive feedback. Included in the guide are a course outline and eight sections of materials for use in conducting each of the course's sessions. Each section contains some or all of the following: objectives, topical outline, suggested teaching and evaluation methods, list of required materials, student handouts, teacher tips, and learning activities/worksheets. (MN)

ED 368 973 CE 066 403

Pollak, Ave
Problem Solving.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 94
NOTE- 38p.; For related documents, see ED 351 578-599 and CE 066 398-418.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Behavioral Objectives; Brainstorming; *Communication Skills; Learning Activities; *Literacy Education; *Problem Solving
IDENTIFIERS- Workplace Literacy

This guide is intended for use in presenting a three-session course designed to develop the problem-solving skills required of persons employed in the manufacturing and service industries. The course is structured so that, upon its completion, students will be able to accomplish the following: describe and analyze problems encountered at work; write a problem statement and communicate it effectively; use an orderly, five-step process to solve problems; apply creativity to the problem-solving process; use the brainstorming technique to help solve problems; explore alternatives; and become adept at using problem-solving techniques for all types of work and personal problems. Included in the guide are a course outline and three sections of materials for use in conducting each of the course's sessions. Each section contains some or all of the following: objectives, topical outline, suggested teaching and evaluation methods, list of materials needed, teacher tips, student handouts, learning activities, worksheets, and case studies. (MN)

ED 368 974 CE 066 404

Pollak, Ave
Stress Management.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 94

24th Annual Survey of High Achievers.
PUB DATE- 93
NOTE- 163p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Adolescents; *Beliefs; *High Achievement; High Schools; *High School Students; National Surveys; *Student Attitudes; Tables (Data)

This survey represents information compiled by the largest national survey of adolescent leaders and high achievers. Of the 5,000 students selected demographically from "Who's Who Among American High School Students," 1,957 responded. All students surveyed had "A" or "B" averages, and 98% planned on attending college. Questions were asked about school life, sexual activity, social issues, study habits, drug and alcohol use, and teen suicide. More specifically, the following areas of interest were examined: (1) demographic profile; (2) lifestyles; (3) education; (4) cheating in school; (5) race relations; (6) homosexuality; (7) school violence; (8) sexual harassment; (9) sexual violence and date rape; (10) sexual behavior; (11) abortion; (12) teenagers and AIDS; (13) alcohol and drugs; (14) peer pressure; (15) suicide; and (16) life priorities. (KM)

ED 368 996 CG 025 285

Walling, Donovan R.
Gay Teens at Risk. Fastback 357.
PUB DATE- 93
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Failure; Acquired Immune Deficiency Syndrome; *Administrator Attitudes; Adolescents; Alienation; Depression (Psychology); *Guidance Programs; *High Risk Students; *Homosexuality; *Lesbianism; Negative Attitudes; *Outreach Programs; School Attitudes; Suicide

Fear of controversy, cultural taboos, and fear of homosexuality have prevented many educators from dealing effectively with gay and lesbian young people. The climate in most schools is such that gay teens rarely are willing to expose themselves to the ridicule, harassment, and abuse that comes when they openly acknowledge their sexual orientation. Instead, they hide their sexuality in order to pass for "normal." Such concealment takes a terrible psychological and emotional toll. The result can be behavioral choices that place adolescents at risk of school failure, disease, and even death. To counteract these conditions, educators will need to acknowledge that homosexuality is a variation in sexual orientation and that they have a professional responsibility to provide information, counseling, and other services. They will need to take deliberate steps to eliminate the negative attitudes and actions of students and staff in their schools that place gay teens at risk. (KM)

ED 368 997 CG 025 286

Gardner, Philip D.; Lambert, Stephen
It's a Hard, Hard, Hard, Hard World!

controls for job status, income, and education. Researchers employed scale items to measure present work identity while open-ended ratings in the interview revealed patterns of future-oriented work identity. For future-oriented women, current work was unrewarding but financially necessary in the search for a better career. Without an open-ended item, some women would have appeared unqualifiedly low in work identity. While work identity and work-related traits were linked, job desirability varied according to personal goals. There seemed to be an income threshold below which work could not buffer the deleterious effects of poverty, an issue that should be explored by using a more diverse socioeconomic cross-section. These results support the role of work identity in women's adjustment to divorce. (Contains 25 references.) (RJM)

ED 369 017 CG 025 365

Kush, Francis R.; Malley, Patrick
Synopsis of a Descriptive Study of School-Based Adolescent Suicide Prevention/Intervention Programs: Program Components and the Role of the School Counselor.
PUB DATE- 91
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescents; Counseling; Counselor Attitudes; Counselor Training; Intervention; *School Counseling; *School Counselors; Secondary Education; Secondary Schools; Secondary School Students; *Suicide

This study focussed on two general areas of secondary school-based programs that were operational during the 1989-1990 school year: (1) Suicide prevention/intervention programmatic components which were utilized in the school setting; and (2) specific adolescent suicide prevention/intervention/postvention activities practiced by school counselors in school settings. Researchers examined a 31-item questionnaire returned by school counselors, each a registered member of the American School Counselors Association, representing 325 school districts nationwide. Results indicated that nearly one-half of schools in this study did not have a formal suicide prevention/intervention program of policy during the 1989-1990 school year. Forty-one percent of the counselors reported no training in the assessment of lethality regarding suicide risk and 51 percent lacked confidence in their capacity (in 1989-1990) to function at school as an adolescent suicide prevention agent, although 93 percent received suicide prevention/intervention training. Eighty percent cited personal involvement with a student(s) who exhibited suicidal ideation and/or behaviors during that school year. Schools having a formal suicide prevention program were more likely to implement a range of other recommended suicide prevention components. Five appendices contain data results and a copy of the school questionnaire. (RJM)

ED 369 018 CG 025 366

Boruchovitch, Evely
Causal Attributions for Health and Illness: A Cross-Cultural Contribution.
PUB DATE- Aug 93
NOTE- 5p.; Paper presented at the Annual Convention of the American Psychological Association (101st, Toronto, Ontario,

urban school district in Ohio included field notes of classroom observations during reading and language arts periods, and audiotaped, semi-structured interviews with students, parents, teachers, principals, and district-level administrators. Analysis revealed patterns of consensus across both schools regarding the top-down nature of curricular decisions and the importance of school-based support among teachers and administrators. Patterns of tension included concerns about the intrusive nature of standardized testing on both classroom time and out-of-class professional time, dilemmas surrounding the manner and time of preparation for such tests, and the use of classroom-based assessments as documentation for letter grades. The principals in both buildings served as mediators for tensions to shelter teachers and students from excessive pressures related to standardized testing. (Contains 16 references; interview schedules for administrators, principals, teachers, and students are attached.) (Author/RS)

ED 369 037 CS 011 655

McKnight, Deloris
Using Organizational Strategies and Parent-Student-Teacher Involvement To Increase Utilization of an Elementary School Media Center.
PUB DATE- 94
NOTE- 77p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Attitude Change; Elementary Education; Facility Improvement; Facility Utilization Research; *Learning Resources Centers; Literature Appreciation; *Parent Participation; Program Effectiveness; *Reading Aloud to Others; *School Libraries; Student Motivation; Teacher Behavior
IDENTIFIERS- *Reading Motivation

A practicum was designed to increase the utilization of an elementary school media center whose wealth of materials were seldom checked out or used, and whose facilities were used mostly for fixed library scheduled classes. Moreover, the media center's facilities were unattractive and uninviting to visit. The solution strategies involved organizing the media collection and printing an audio-visual handbook so that parents and teachers would know what was available in the media collection and utilize the materials. The media center's facilities were attractively decorated with seasonal displays and books. Sofas and chairs were added to make the media center more enticing to visit, browse, and read. Teacher inservices were held. Parents, teachers and significant others were encouraged to model a love for reading and read alouds to children daily. Reading incentive programs were utilized to encourage students to develop positive reading habits. As a result of the practicum, students visited the media center and devoured the printed word. The love and joy of reading was brought to young minds. Children checked out and read more books. Teachers became effective media center users. Parents visited the media center to check out books to read to children. What was once a dull, unattractive library space became alive as an attractive service agent. (Contains 17 references and two tables of data; appendixes present forms to record student information, interview schedules, and survey data.) (Author/RS)

ED 369 038 CS 011 656

Interaction) to support authentic reading and writing, collaboration, students-centered learning, writing across the curriculum, and the creation of classroom writing communities. A case study of network-based college classrooms at Gallaudet University identified great diversity in the realization of these goals. Nevertheless, common factors influenced all of the implementations: institutional goals, practices, and gateposts; prior theories, personalities, and established practices of teachers; student characteristics and expectations; features of the technology; and available resources. These factors suggest new ways of thinking about network-based classrooms and how to use them successfully. More generally, they inform educators' views of literacy and the support needed for innovations designed to foster literacy development. (Contains 80 references, 7 notes, and a figure representing an ENFI computer screen.) (Author/RS)

ED 369 057 CS 011 675

Jones, Maryann Clementi
Life Stress and Reading Comprehension Test Scores in the Middle School Student.
PUB DATE- Apr 94
NOTE- 42p.; M.A. Project, Kean College of New Jersey.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Adolescents; Intermediate Grades; Junior High Schools; *Life Events; *Middle Schools; *Reading Achievement; *Reading Comprehension; Reading Research; *Stress Variables
IDENTIFIERS- Iowa Tests of Basic Skills; *Middle School Students; New Jersey (Garwood)

A study determined the relationship between life stress and reading comprehension test scores on the IOWA Tests of Basic Skills. Subjects, 41 middle-school students attending Lincoln School in Garwood, New Jersey, were surveyed as to the amount of life stress prevalent in their lives. In addition, the Iowa scores for reading comprehension were examined. Results indicated that life stress had a statistically significant, although minor, effect on students' reading comprehension test scores. (Contains 61 references and 2 tables of data; the survey instrument is attached.) (RS)

ED 369 058 CS 011 676

Cason, Harry; Meter, Carol, Ed.
Chapter 1 Developer/Demonstration Program Learning To Read through the Arts 1992-93. OREA Report.
PUB DATE- 93
NOTE- 66p.; For the 1990-92 report, see ED 355 501.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Art Activities; *Art Education; Educational Research; Elementary Education; Elementary School Students; Holistic Approach; Interdisciplinary Approach; Program Descriptions; *Program Effectiveness; Program Evaluation; Public Schools; *Reading Instruction; Remedial Programs; *Writing Instruction
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *Learning to Read Through the Arts Program; New York City Board of Education

This study describes the 1992-93 Chapter 1 theories like that of Don Murray. By avoiding dangerous dichotomies based on thinking in extreme opposites, writing instructors fulfill Dewey's belief that socially constructed knowledge exists both through its transmission between individuals and its constant reconstruction by individuals. (Contains 27 references.) (SAM)

ED 369 077 CS 214 274

Huff, W. A. Kelly
Perspectives on Your Chances for Journal Publication.
PUB DATE- Nov 93
NOTE- 8p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Graduate Students; Higher Education; *Professional Development; Publications; *Scholarly Journals; Scholarship; *Writing for Publication
IDENTIFIERS- *Professional Concerns; Professional Meetings; Scholarly Writing

If his or her manuscript is carefully prepared and the prospective journal judiciously selected, the graduate student will find the publishing process fulfilling and professionally valuable. Submitting papers to conventions is a good place to start, particularly if the convention specifically requests debut papers, papers written by those who have not previously presented a paper at that particular convention. Students should revise their work based on the suggestions of their professors and those attending the convention. Eventually, they may submit it to an appropriate journal, one whose purpose, mission, focus, and degree of competitiveness is suited to the student's work. Finally, graduate students should take rejection in stride, and with minimal revision, resubmit their paper to another journal. (TB)

ED 369 078 CS 214 276

Ryan, Thomas J.
Collaborative Development of a Cohesive, Systematic Writing Evaluation Model for Grades 6-12.
PUB DATE- 93
NOTE- 63p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cooperation; *Cooperative Planning; Guidelines; Intermediate Grades; Models; Secondary Education; *Student Evaluation; Writing Achievement; *Writing Evaluation
IDENTIFIERS- Authentic Assessment

A practicum addressed the problem of a lack of continuity and consistency in the evaluation of students' papers in grades 6-12. A cohesive, systematic writing evaluation model was designed and implemented for grades 6-12. Teachers, administrators, students, and community members collaborated in the development and implementation of the writing evaluation model. Students and language arts teachers were trained in the utilization of the writing evaluation model. As a result of using the model, teachers and students became both more involved in the process of writing and more consistently characters contribute to the creation of this new order. Antony's acceptance of mutuality over dominance in love (the latter being the norm) might serve as a model for a pedagogy in which power does not reside solely in the inner circle of text and teacher, nor completely in the margins with the students who feel intimidated by both teacher and text. (SAM)

ED 369 096   CS 214 297

Walmsley, Sean A.
Children Exploring Their World: Theme Teaching in Elementary School.
PUB DATE- 94
NOTE- 295p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Class Activities; Elementary Education; *Elementary School Curriculum; *Instructional Development; Interdisciplinary Approach; *Language Arts; Literature Reviews; *Thematic Approach; Units of Study
IDENTIFIERS- Thematic Studies Program

With this book as a guide, elementary school teachers can build classroom themes that offer students substantive encounters with knowledge, literature, and language. The book discusses a rationale for theme teaching; an explanation of the different kinds of themes; a variety of ways in which themes can be treated in the classroom; a detailed description of the various stages of assembling and carrying out a theme; and examples of themes in action in K-6 classrooms. The book begins with a comprehensive review of the existing literature on themes ("Theory and Practice of Teaching through Themes" by Sean A. Walmsley). Chapters in the book are: (1) "Insects: A Kindergarten Theme" (Bonnie Brown Walmsley and Anne-Marie Camp); (2) "Fish Hatchery: A First Grade Theme" (Debby Fabian and others); (3) "Indian Land: A Second Grade Theme" (Colleen McNall); (4) "Human Body: A Third Grade Theme" (Pam Brumbaugh); (5) "Architecture of Kinderhook, New York: A Third and Fourth Grade Theme" (Janice Fingar and Donna Beaudry); (6) "Whales: A Fourth and Fifth Grade Theme" (Mary Capobianco); (7) "Westward Movement: A Fifth Grade Theme" (Joanne Kelly Paulson); and (8) "Egyptian Mummies: A Sixth Grade Theme" (Tanya Willcox-Schnabl). (RS)

ED 369 097   CS 214 299

Brady, Suzanne; Jacobs, Suzie
Mindful of Others: Teaching Children To Teach.
PUB DATE- 94
NOTE- 237p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Communication; College School Cooperation; *Cooperative Learning; Elementary Education; *Grouping (Instructional Purposes); Higher Education; *Reading Instruction; Reading Processes; Student Evaluation; *Teacher Role; Teacher Student Relationship; *Writing Instruction
IDENTIFIERS- Conversation; Response to Literature

ED 369 116 CS 508 553

Hogelucht, Kimberly S.
Managing Classroom Discourse: An Examination of Teacher/Student Interaction.
PUB DATE- Feb 94
NOTE- 26p.; Paper presented at the Annual Meeting of the Western States Communication Association (San Jose, CA, February 23-27, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Communication; Communication Research; Discourse Analysis; Elementary Education; *Interpersonal Communication; *Teacher Behavior; *Teacher Role; *Teacher Student Relationship
IDENTIFIERS- *Communication Behavior; *Conversation; Discourse Communities

A study examined a segment of classroom discourse in light of: (1) the complexity of an I-R-E (Initiation-Reply-Evaluation) sequence; (2) the teacher's role as facilitator; and (3) the similarities and differences between mundane conversation and classroom discourse. In addition, the intricacies of interaction between teachers and students in the classroom were explored; for example, the fact that instructional discourse involves sequences that occur one after the other in interaction between teacher and students, otherwise known as "turntaking." Data consisted of a 50-minute segment of classroom discourse, which took place in a small (12 student) elementary classroom in California. Results indicated that managing classroom discourse is a somewhat complex task that involves a variety of roles and techniques. Further research is needed to address more I-R-E sequences and how often students and teachers deviate from an immediate reply and get "off-track." (Contains 11 references, 10 data segments, and 3 figures illustrating variations of I-R-E sequences; an additional data segment is attached.) (RS)

ED 369 117 CS 508 555

Stull, James B.; Von Till, Beth
Determinants of Ethnocentrism: A Study of the Relationship between Students' Exposure to Other Cultures and Their Attitudes toward Cultural Values.
PUB DATE- Feb 94
NOTE- 80p.; Paper presented at the Annual Meeting of the Western States Communication Association (San Jose, CA, February 23-27, 1994).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; College Students; Communication Research; Cultural Awareness; *Cultural Differences; *Ethnocentrism; Higher Education; Sex Differences; *Student Attitudes; *Values
IDENTIFIERS- Cultural Sensitivity; San Jose State University CA

A study investigated culturally shaped patterns of behavior and how receptive or resistant people in an educational setting are to different viewpoints held by members of other cultures. As background, an extensive literature review probed the definitions of "culture" and "ethnocentrism," the causes of change in public education including a less hierarchical leadership structure and decentralized decision-making. While many plans provide goals for education reform, they do not provide a plan for achieving these goals. This guide offers school districts help in using strategic planning to achieve their educational goals. Strategic planning can facilitate communication among education stakeholders and guide change. The first section of this guide contains an introduction. The second section contains 19 key steps in the strategic-planning process that school districts can go through to prepare for, plan, and initiate change. Included are a further explanation of each key step and an estimated time frame for carrying it out. The third section contains strategic-planning terms and sample materials. Included are a comparison of strategic planning versus long-range planning, an agenda for a planning session, belief statements, three sample school district strategic plans, student-outcome objectives, strategies and work sheet, action-plan worksheet, a sample action plan and cost-benefit analysis, and a cost-projection worksheet. (Contains 20 references.) (JPT)

ED 369 136 EA 025 660

Fulford, Nancy; Kroeger, Marianne
Funding Crisis Forces Action in Michigan. Policy Seminars.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Agents; Economic Change; Elementary Secondary Education; *Finance Reform; *Financial Policy; Financial Problems; *Financial Support; *Fund Raising; *Property Taxes; School District Wealth; Tax Allocation
IDENTIFIERS- *Michigan

In 1993 the Michigan Legislature voted to eliminate the property tax as a source of school revenue, cutting the educational budget by $6.3 billion. An alternative funding source was not identified. Proponents of the bill say it will move the Michigan educational system into the 21st century; opponents criticize the bill as being a political campaign. Michigan's education history shows attempts at restructuring educational financing; between 1992 and 1992 voters had 11 chances to vote on finance reform programs, all of which were defeated. With Michigan's educational system facing a financial crisis, a special summit was held in September of 1993 to address the problem. James Guthrie, John Augenblick, and Allan Odden spoke at the summit. Guthrie believes finance reform must occur along with governance changes. Augenblick sees the property tax cut as a move toward creating equity for taxpayers; however, the cut possibly creates a pupil equity problem. Odden promotes cutting the property tax, but raising the sales tax to replace the lost revenue. In March 1994 Michigan will vote on a rise in sales tax from 4 to 6 percent; if it is defeated, the income tax will be raised from approximately 4 and a half percent to 6 percent. (KDP)

ED 369 137 EA 025 664

Education in Indiana: An Overview. Special Report.
PUB DATE- 94

Bass, Kathleen S.
Sanitation and Safety for School Food Service: Program Development. Bulletin No. 92408.
PUB DATE- May 92
NOTE- 135p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Dishwashing; Elementary Secondary Education; Equipment Maintenance; Food Handling Facilities; *Food Service; *Food Standards; Food Stores; Hygiene; Public Schools; Sanitary Facilities; *Sanitation; *School Safety; Staff Development; *State Standards
IDENTIFIERS- *Wisconsin

This resource manual contains criteria, prototype policies, procedure, and forms for establishing a comprehensive sanitation and safety program in Wisconsin public schools. The introduction contains a mission statement and a description of responsibilities for various state employees. The section on policy and procedure development outlines standards for personnel; handwashing; food purchasing and storage; food handling, servicing, and transporting practices; the hazard analysis critical control point; cleaning and sanitizing procedures; solid waste management; equipment prevention maintenance; suspected food-borne illness policy; injuries and accidents; and a plan for fire emergencies. Other sections detail procedures for staff development and training and the safety inspection process. Appendices contain a list of resources and information on Wisconsin's Right to Know Law. Eleven figures, sample handouts, and five sample posters are included. (LMI)

ED 369 157 EA 025 762

Hixson, Judson
Restructuring Schools: Exploring School-Based Management and Empowerment Issues. A National Perspective.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Collected Works - Serials (022)
DESCRIPTORS- Community Involvement; *Decision Making; Elementary Secondary Education; Public Schools; *School Based Management; *School Restructuring; Teacher Influence; *Teacher Participation; *Teacher Role
IDENTIFIERS- *Teacher Empowerment

School-based management and teacher empowerment are consistent elements of school restructuring efforts nationwide. These developments have grown out of frustration over the failure of centralized efforts to significantly improve schools and increase support for individual empowerment. Teacher empowerment is based on four assumptions: (1) classroom decisions are best made by those most knowledgeable about the students affected; (2) classroom decisions should be made by those responsible for implementation and accountability; (3) centralized decisions deprive teachers of the opportunity to articulation process from three perspectives: the effectiveness of state mandates in education reform, school-level change in education reform, and the coherence of the two approaches together. Implementation of the early stages of the reform act has taken place during severe budgetary stress in many parts of the state due to a statewide property tax limitation. The research indicated that, in general, educators were positive toward the concepts included in the statewide reform effort. More than 90 percent thought that the law was designed to restructure education and to increase student success. Many believed that the law would be implemented because many students were not being served and fundamental change was needed. Over time, there has been little change in educators' attitudes toward school reform as a state-wide movement. Instead, teachers take a highly functional approach and view school reform in terms of their own buildings and their own needs. (Contains 54 references.) (JPT)

ED 369 177   EA 025 796

Harvey, Barbara H.
To Retain or Not? There Is No Question.
PUB DATE- Feb 94
NOTE- 26p.; Paper presented at the Annual Meeting of the American Association of School Administrators (San Francisco, CA, February 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Failure; *Class Size; *Grade Repetition; Primary Education; *Program Effectiveness; Public Schools; *Student Development
IDENTIFIERS- Student Teacher Achievement Ratio Project TN

Student retention has been a divisive educational question since the turn of the century. And although early educators found that retention was not particularly effective, they continued using it because their options were limited. Today, educators have many options to retention. Using the database from Project STAR, a study explored the common demographic characteristics and school types of retained kindergartners and first graders. Also, the study examined the effect of class size on the academic achievement of retained kindergartners and first graders. Retained students' achievement scores in reading and math on the Stanford Achievement and the Basic Skills First tests were analyzed in three class sizes: small (13-17 students), regular (21-25 students), and regular with an aide. The average kindergarten and first grade retainee was poor, white, male, and attended a rural school. Class size was unsuccessful in remediating student achievement despite the fact that new enrollees in small classes outscored their peers in larger classes. It is clear that retention does not achieve its goals and is more expensive than remedial services. (Contains 16 references.) (JPT)

ED 369 178   EA 025 802

Glanz, Jeffrey
History of Educational Supervision: Proposals and Prospects.
PUB DATE- Mar 94
NOTE- 39p.; Paper presented at the Annual Meeting of the Council of Professors of Instructional Supervision (Chicago, IL, March 1994).
LANGUAGE- English

Behavioral Disorders" (Michael Kallam and others); "Religion and Mental Health" (Frank H. Wood); "Behavioral Disorders and Gender/Sexual Issues (ReNae S. Kehrberg); "Immigration, Refugee and Generational Status as Related to Behavioral Disorders" (Robert D. Morrow); "Teaching Urban Youth with Behavioral Disorders" (Thomas McIntyre); and "Behavioral Disorders and the Culture of Street Gangs" (Donald W. Kodluboy). An appendix outlines assessment practices that accommodate cultural diversity and individual differences. (Most papers have references.) (JDD)

ED 369 196 EC 302 923

Eddowes, E. Anne; Aldridge, Jerry
Hyperactive or Activity Hyper: Intervention for the Child with Attention Problems.
PUB DATE- Jul 93
NOTE- 7p.; Paper presented at the Regional Council for Exceptional Children/Division for Early Childhood Head Start Conference (4th, Birmingham, AL, July 11-13, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Attention Control; *Attention Deficit Disorders; Behavior Development; *Classroom Environment; Classroom Techniques; Environmental Influences; *Hyperactivity; *Intervention; Preschool Children; Preschool Education; Self Control; Student Needs

Children who may appear to have Attention Deficit Hyperactivity Disorder may actually be "activity hyper" because they are asked to attend to tasks or activities inappropriate for their age or circumstances. Such preschoolers exhibit overactivity or distractibility due to a number of ecological variables such as a problem with classroom organization, ineffective routines, difficult transitions, social interactions, or a lack of fit between the child and the environment. Solutions for the activity hyper preschool child fall into three categories: classroom organization and management, the daily schedule, and the child's strengths and interests. Constant observation and anecdotal records, with careful attention to contextual variables, are necessary for designing and implementing a program to meet the individual needs of an activity hyper child. Several short large-group activity periods should be balanced with small-group or center-based learning. Preschool activity hyper children can strengthen their attention abilities by working on numerous activities relating to a theme. Another way to accommodate the child's development of attention is to consider the child's strengths and interests in planning activities. The goal should always be helping the child move toward being responsible for his own behavior. (JDD)

ED 369 197 EC 302 924

Pounders, Mickey
Implementation of the Louisiana ADD Law.
PUB DATE- 92
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

children, and promotes mastery of skills and knowledge. The curriculum represents a process-oriented approach that describes actions and procedures but leaves the choice of topic, activity, and materials to inspiration. Chapters discuss: theoretical and best-practice underpinnings of the approach; classroom environment; the CHILD curriculum, which addresses cognitive, physical, interpersonal, and language development; the thematic approach; the daily routine; procedures for designing units of study; writing the Individualized Education Program; key environmental modifications and teaching strategies; and options for monitoring child progress. Appendices provide the curriculum, an environmental checklist, a weekly lesson plan form, a checklist for planning the daily routine, the CHILD Profile, and an evaluation study of the Inclusive Early Childhood Education Model. (Contains approximately 60 references.) (JDD)

ED 369 215 EC 302 945

Maurer, Lisa
Positive Approaches: A Sexuality Guide for Teaching Developmentally Disabled Persons.
PUB DATE- 91
NOTE- 112p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Adolescents; Adult Education; Adults; Check Lists; Contraception; *Developmental Disabilities; Homosexuality; Instructional Materials; Interpersonal Relationship; Knowledge Level; *Learning Activities; Lesson Plans; Pregnancy; Program Development; Secondary Education; *Sex Education; *Sexuality; Socialization; Training Methods; Venereal Diseases
IDENTIFIERS- Sexually Transmitted Diseases

This guide is intended to assist caregivers of people with development disabilities in acquiring knowledge about sexuality and skill in expressing sexuality in a safe and appropriate manner. Section 1 provides an overview of the history of sexuality and developmentally disabled individuals. The second section provides exercises for the caregiver to evaluate his/her own knowledge and feelings about sexuality. The third section provides exercises to help caregivers empathize with the situation of residents in an institutional setting as well as guidelines for leading discussions with clients on interactions, dating, and the media. Four checklists for a successful human sexuality program are given next, covering: knowing your audience, evaluating clients' knowledge level, identifying program goals, and practical considerations. Guidelines for beginning a sexuality education program are presented in the fifth section. Next, activity sets offer suggested activities and materials for use with clients, addressing the following topics: (1) anatomy and physiology, (2) birth control, (3) pregnancy and parenting, (4) relationships, and (5) sexually transmitted diseases. An appendix presents a summary of facts about sexuality and covers pregnancy and birth control, sexually transmitted diseases, AIDS (Acquired Immune Deficiency Syndrome), homosexuality, and masturbation. A glossary defines 33 terms about sexuality.

How Well Are Youth with Disabilities Really Doing? A Comparison of Youth with Disabilities and Youth in General. A Report from the National Longitudinal Transition Study of Special Education Students.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Mar 92
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Criminals; Demography; *Disabilities; *Dropouts; *Education Work Relationship; Employment; *Employment Patterns; Followup Studies; Graduate Surveys; High School Graduates; Independent Living; Longitudinal Studies; *Outcomes of Education; Postsecondary Education; Secondary Education
IDENTIFIERS- National Longitudinal Survey of Youth; National Longitudinal Transition Study Spec Educ

This report used data from the National Longitudinal Survey of Youth (NLSY) and the National Longitudinal Transition Survey (NLTS) to evaluate outcomes for 11 categories of students with disabilities in comparison with nondisabled students. The study focused on youth in the last years of secondary school and in the 2 years after leaving secondary school and looked at how many young people dropped out of secondary school, the grade levels at which dropouts left, how many of those who dropped out completed general education development (GED) programs, and how many of those who graduated attended postsecondary schools. The study also examined employment patterns and a measure of social adjustment (the arrest rate). Findings indicated that, compared to nondisabled individuals: (1) more students with disabilities dropped out of secondary school; (2) fewer dropouts with disabilities completed GEDs; (3) fewer graduates with disabilities attended postsecondary schools; (4) fewer youth with disabilities had paying jobs; (5) more employed youth with disabilities worked part-time and in low-status jobs; (6) fewer out-of-school youth with disabilities achieved residential independence; and (7) more youth with disabilities were arrested. Extensive appendices include details of the NLTS sample design, NLTS products, the NLSY study analysis, variables used in the report, and disability classifications. (Contains 51 references.) (DB)

ED 369 234 EC 302 964

Catlett, Susan M.; Osher, Trina W.
What Is Inclusion, Anyway? An Analysis of Organizational Position Statements.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.
PUB DATE- 15 Apr 94
NOTE- 22p.; Prepared by Project FORUM.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Content Analysis; Definitions; Delivery Systems; *Disabilities; Educational Needs; Educational Policy; Elementary Secondary Education; *Mainstreaming; *National Organizations; *Organizational Objectives; *Position Papers; *Social Integration; Student Placement
IDENTIFIERS- *Inclusive Schools

This study examined various national organization policies and positions on inclusion of students with disabilities. The

DESCRIPTORS- Classroom Techniques; Class Size; Consultation Programs; Cooperative Learning; Curriculum Based Assessment; Curriculum Development; *Disabilities; Educational Environment; *Educational Practices; Elementary Secondary Education; *Grouping (Instructional Purposes); Homogeneous Grouping; *Instructional Effectiveness; Interpersonal Competence; Intervention; *Mainstreaming; Peer Teaching; Program Development; Reinforcement; Social Integration; *Teaching Methods; Tutorial Programs
IDENTIFIERS- *Inclusive Schools

This document reviews information and research findings regarding various options to facilitate the full inclusion of students with disabilities. Principles of inclusive schools introduce the document. Three categories of strategies and interventions for working with students with disabilities are included: (1) program strategies, (2) classroom grouping schemes, and (3) teaching methods and procedures. The following program strategies are addressed: educational support teams, consultation, curriculum based assessment, the Adaptive Learning Environments Model, and Project RIDE (Great Falls, Montana). Four options for classroom grouping schemes considered are: peer and cross-age tutoring, cooperative learning, ability grouping, and reducing class size. Specific teaching methods and practices presented are: reciprocal teaching, social skills training, study skills training, instructional reinforcement, learning styles, mastery learning, and effective teaching strategies. Within each category and subsumed intervention, a common format is used which includes a definition of the intervention, a summary of the major research findings, details of some specific research, and consideration of the quality of the research. References are provided for each intervention. (DB)

ED 369 253 EC 302 986

Bowman, Linda
Self-Monitoring: An Alternative to Daily Point Sheets.
PUB DATE- 94
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Behavior Modification; *Behavior Problems; *Behavior Rating Scales; Communication Skills; *Disabilities; Elementary Secondary Education; Evaluation Methods; Feedback; *Self Evaluation (Individuals); Self Management; Special Classes; *Student Evaluation; Teacher Student Relationship

This manual describes a self-monitoring program for use in special education classes and residential treatment programs. The procedure can be adapted to fit almost any program already using daily point sheets or can be used to develop a new program. The procedure requires both student and teacher observation of behaviors and rewards students for positive communication between student and teacher. Guidelines are offered for: (1) selecting goals, (2) determining time periods, (3) establishing a reward system, and (4) making daily use of the forms. An appendix gives directions for completing the daily sheets, examples of some goals, and a sample completed daily sheet. Three slightly varying forms are attached. (DB)

ED 369 254 FL 021 644

Special Issues Analysis Center Annual Report: Year One. Volumes I-

EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Change Strategies; Classroom Observation Techniques; Educational Change; Educational Objectives; Educational Strategies; Elementary Secondary Education; *English (Second Language); Feedback; Foreign Countries; Labor Force Development; *Language Teachers; Program Design; Program Development; Second Language Instruction; *Student Evaluation; *Teacher Attitudes; *Teacher Education; *Teacher Education Programs; Theory Practice Relationship

Selected papers from a 1992 seminar on innovations in language teacher education include: "Collaboration in Assessment: Empowering the Individual Course Member" (Leslie Dickinson); "An Approach to the Evaluation of ELT Preparation Programs" (Stephen J. Gaies); "Human Resources Development in the Management of English Language Programs: An Introduction for Teachers" (Martha C. Pennington); "Teachers as Trainers" (David Hayes); "Coping with Teacher Resistance: Insights from Inset Programmes" (V. Saraswathi); "Adapting the Six Category Intervention Analysis to Promote Facilitative Type Supervisory Feedback in Teaching Practice" (Bahiyah Abdul Hamid, Hazita Azman); "Planning a TEFL Education Program: Policies, Perspectives and Promise" (Jan Jackson Fahmy, Linda Bilton); "Using Feedback and Reflections as Tools in Bridging the Theory-Practice Link in Language Teacher Training at the Primary Level" (Gayle Whitson, Peter Bodycott); and "'Process vs. Product' in Language Teacher Education - Shifting the Focus of Course Design" (Ray Parker). (MSE)

ED 369 275 FL 022 024

Dickinson, Leslie
Collaboration in Assessment: Empowering the Individual Course Member.
PUB DATE- 92
NOTE- 14p.; In: Sadtono, Eugenius, Ed. Language Teacher Education in a Fast-Changing World. Anthology Series 29; see FL 022 023.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperation; *English (Second Language); Foreign Countries; Higher Education; *Language Teachers; Masters Programs; Personal Autonomy; Program Descriptions; Second Language Instruction; *Student Evaluation; Student Role; *Teacher Education; *Teacher Student Relationship

A master's degree program for teachers of English as a Second Language is described, focusing on a method of student evaluation that emphasizes learner autonomy and seeks to extend that principle to trainees' classroom practice. The approach is based on the concepts that involvement in learning, including assessment, is vital to effective learning and that the teacher is the key person to help students develop this learner autonomy. In the teacher training program described, the assessment scheme offers each course member a genuine opportunity to collaborate with their trainers in assessment of assignments. This is accomplished by using explicit criteria against which the trainee can evaluate his work, with negotiation of grade if the trainee's and trainer's assessments do not agree. This method balances the empowerment of the individual student to take a meaningful part in his own assessment with the need for the institution to retain responsibility for maintaining appropriate professional and academic standards. Comparison of trainer and trainee

Bruce Hayes to account for dipthongization in Konni. (Author/MDM)

ED 369 295 FL 022 083

Loos, Eugene, Ed.
Notes on Linguistics, 1993.
PUB DATE- 93
NOTE- 267p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Applied Linguistics; Book Reviews; Educational Attitudes; *Language Research; *Linguistics; Linguistic Theory; *Structural Analysis (Linguistics); Theory Practice Relationship; Uncommonly Taught Languages
IDENTIFIERS- Wh Questions

This journal is intended to provide linguistics field workers with news, reviews, announcements, and articles that will stimulate interest in the field of linguistics. Each issue contains three to seven articles and reports, three to five book reviews, announcements relative to the field, and a list of books available for review. Feature articles in these issues include: (1) "And Where Now, Cecil?" (Geoffrey Hunt); (2) "The Role of Contextual Assumptions in Wh-Questions Containing the Particle /mc/ in Wee (Kru)" (Inge Egner); (3) "Speech-Led Versus Comprehension-Led Language Learning" (Eddie Arthur); (4) "The Role of Tone Sandhi in Tone Analysis" (John Daly); (5) "Linguistics as a Stepchild: A Diary Entry" (John Verhaar); (6) "What Can You Do With Findphone?" (David Bevan); (7) "Head Shift: A Diary Entry" (John Verhaar); (8) "Intra-Causal Movement as a Response to Case Summon" (Oza-mekuri Ndimele); (9) "Adverbial Clauses and Topicalization in Me'en" (Hans-George Will); (10) "Some Reflections on Formal Syntax" (David Weber); (11) "Implicatures" (Ernest W. Lee); (12) "Mirror-Image Reduplication in Amele" (John R. Roberts); and (13) "Response to Hohulin Review" (Regina Blass). (MDM)

ED 369 296 FL 022 086

Clement, Richard; And Others
Contact inter-ethnique et communication: processus et consequences (Inter-Ethnic Contact and Communication: Process and Results).
PUB DATE- 94
NOTE- 76p.
LANGUAGE- French
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; Cultural Differences; English; Females; Foreign Countries; French; Higher Education; *Interpersonal Relationship; *Language Attitudes; *Language Proficiency; Power Structure; *Second Languages
IDENTIFIERS- Canada

This research report discusses speech accommodation and social penetration theory and examines the relationship between the language behavior of members of different linguistics groups and the affective consequences of such contact. In addition, the influence of language confidence and power distribution on the events taking place during the contact were assessed. Anglophone and francophone female university students were grouped into dyads according to their level of second language confidence and assigned randomly to one of three experimental conditions that varied their relative power during the

Criteria; *Governing Boards; Higher Education; *Individual Development; *Participation; Policy Formation; School Administration; Self Evaluation (Groups); Self Evaluation (Individuals); *Teamwork

This book discusses those aspects of conduct and performance which apply universally to members of all boards of education, regardless of types and levels of educational institutions involved. It can be used as a source of information for members individually, in a planned program for the full board, or in orientation conferences with new members. The book gives specific suggestions on preparing for participation, avoiding common traps, and becoming a sound performer in board affairs. It also covers how to keep the institution moving forward by identifying and capitalizing on the institution's strengths. Chapter titles are as follows: "Being a Board Member"; "Measuring Up to the Responsibility"; "Functioning As a Board"; "Defining Goals and Setting Policy"; "Budgeting and Building"; "Measuring Institutional Strength"; "Working with Management"; "Evaluating Administrative Personnel"; and "Evaluating Board Performance." Appendices provide criteria for assessing institutional strength, a board member's self-evaluation checklist, and a board's evaluation instrument. (JDD)

ED 369 316   HE 027 354

Portwood, Derek; Naish, Jenny
Work Based Learning and Higher Education in the USA.
SPONS. AGENCY- Department of Employment, London (England). Training Enterprise and Education Directorate.
PUB DATE- Aug 93
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; *Corporate Education; *Educational Practices; *Education Work Relationship; Experiential Learning; Foreign Countries; Higher Education; Inplant Programs; Labor Education; *Labor Force Development; Postsecondary Education; Professional Development; *School Business Relationship; Staff Development
IDENTIFIERS- *United Kingdom; United States

This paper describes and analyzes general issues and examples of good practice in work-based learning relative to higher education in the United States, and applies them to comparable situations in the United Kingdom. Higher education has re-evaluated work-based learning to respond to changing socioeconomic conditions, such as the needs to increase the workforce by educating disadvantaged groups and to upgrade skills of the existing workforce. The role of the U.S. Federal government and several U.S. organizations in shaping work-based learning is examined. The customized nature of work-based learning to meet the needs of both the company and the company's individual employees is noted, as well as the complexity in the many different types of providers of work-based learning. Components of good practice in work-based learning are specified, followed by discussions of barriers to good practice, employers' concerns about global competitiveness, and funding concerns. Developments in the United Kingdom are outlined, followed by a list of areas where international exchange of information and ideas is needed. Appendices provide a matrix of work-based learning providers and a list of six organizations. (Contains 34 references and footnotes.) (JDD) individuals with a mix of basic and advance academic skills, competencies in all aspects of industry, and a range of prevocational services; (3) the need for support services such as dependent care and transportation; (4) the importance of comprehensive and uniform evaluation of both student and program performance; (5) the need to ensure that women and other disadvantaged groups receive a fair share of the benefits of job creation efforts; (6) the potential pitfalls of instituting mandated employer contributions for worker training without ensuring gender and racial equality in allocation of the revenues raised; (7) the key role of apprenticeships in job training initiatives; (8) the essential nature of comprehensive welfare-to-work programs; and (9) the dangers of detrimental consolidation of agencies and services in the name of increased coordination. (MN)

ED 368 859   CE 065 730

Planning for Life: Career Planning Excellence in America, A National Policy Forum (Washington, D.C., August 4, 1993). Recognition Program: Summer 1994.
SPONS. AGENCY- Committee for Economic Development, Washington, DC.
PUB DATE- 94
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Career Planning; Cooperative Planning; Disadvantaged Youth; *Global Approach; *Labor Force Development; Meetings; Military Personnel; Nonprofit Organizations; *Partnerships in Education; *Program Improvement; School Business Relationship; Secondary Education; *Youth Programs
IDENTIFIERS- *Army; Committee for Economic Development

The Career Planning for Life Forum was a national policy forum sponsored by the Committee for Economic Development (CED) and hosted by the U.S. Army. More than 250 representatives of business, education, government, and labor attended the forum and spent the day discussing the preparation of the country's young work force for the global economy. Before the forum, the CED formed an advisory council that developed a list of eight guiding principles for successful life planning. These guiding principles were discussed along with the following topics: the importance of career planning and work experience during the teenage years; the increased importance of career planning in view of recent cultural changes that have not been accompanied by corresponding changes in the country's educational paradigm; the importance of collaboration between the business and educational communities in the area of developing programs to prepare U.S. youth for successful careers; examples of successful career planning programs and the need for increased recognition of such programs; and the U.S. Army's new Planning for Life Recognition Program, which is designed to encourage all 50 states to help advance career planning by offering state- and national-level awards recognizing career planning initiatives for youth. (MN)

ED 368 860   CE 065 745

Perlman, Leonard G., Ed.; Hansen, Carl E., Ed.
Private Sector Rehabilitation: Insurance, Trends & Issues for the 21st Century. A Report on the Mary E. Switzer Memorial Seminar (17th, Washington, D.C., June 2-4, 1993).
PUB DATE- Oct 93

McDevitt, Ellen
An In-Service Math Instruction Program for Tutors. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- Jun 93
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Annotated Bibliographies; *Literacy Education; *Material Development; *Mathematics Instruction; Mathematics Skills; Numeracy; Program Development; *Tutors; *Volunteer Training; Workshops
IDENTIFIERS- 353 Project

An inservice training program for tutors was developed that was based on a review of existing math materials for students at the 5-8 grade level and an analysis of the results of standardized math tests administered to literacy students in Allegheny County, Pennsylvania. Nearly 100 adult literacy students were tested in Fall 1992. Results were compiled into a profile of the math instruction needs of the adults tested. Based on that profile, a training program was developed for literacy tutors, and inservice programs were provided in May and June 1993. A tutor manual and packet of manipulatives were developed and provided to each workshop participant. Each participant completed an evaluation of the training. A 62-page annotated bibliography of math instructional materials was developed and included with the tutor training materials. Project participants concluded that all student instruction must begin at the same point, no matter what the presumed level of knowledge might be. The instructional package developed was effective and beneficial to participants, but they requested more examples and anecdotal information. (The eight-page report is followed by these appendixes: list of needed specific math competencies; checklist for reviewing textbooks; master prescription sheet for sample and list of objectives ranked in descending order of need; annotated bibliography; and the handbook with materials on place value; fractions, decimals, and percents; problem solving; word problems; and practical applications. Contains 36 references.) (YLB)

ED 368 880 CE 066 030

A Literacy Lending Library. Project Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- Jun 93
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reference Materials - Directories/Catalogs (132),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; *Library Catalogs; *Library Circulation; Library Collection Development; *Library Materials; *Literacy Education
IDENTIFIERS- 353 Project

A project established a lending library of literacy materials for Tri-County Opportunities Industrialization Center, Inc. (OIC) students who attended classes at over 20 satellite locations in Dauphin and Perry Counties, Pennsylvania. A student survey determined the types of materials of most interest. Results war and minimize casualties. Although major efforts have been initiated to address some long-standing gaps in joint training, many actions have yet to be completed. Simulation technology offers important potential for enhancing training at reduced costs, but the most appropriate mix of simulation and more traditional training needs to be better defined. Preserving adequate funding for training is essential but articulating precisely how much is needed is difficult. The training of reserve combat forces poses even greater challenges than those faced by the active forces. (A list of 20 General Accounting Office reports related to training is appended.) (YLB)

ED 368 898   CE 066 095

The Realities of Curriculum Management.
PUB DATE- Feb 94
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Curriculum Development; Curriculum Evaluation; *Educational Administration; *Educational Change; *Educational Policy; Foreign Countries; *Organizational Change; Postsecondary Education; Technical Institutes; Vocational Education
IDENTIFIERS- Great Britain

A Further Education Unit project mapped the current situation in relation to curriculum management in British further education (FE) colleges, especially in the context of incorporation. Most colleges were able to provide useful working definitions of the term "curriculum" that moved beyond the narrow notion of syllabus or teaching content. Colleges identified two key issues as currently driving or leading the development of curriculum policy: college mission and funding. All colleges tended to identify responsibility for curriculum management at three main levels--strategic or senior manager level, middle or functional manager level, and operational or delivery level. A number of colleges had well-developed course monitoring, review, and evaluation systems. Most colleges suggested that resourcing curriculum management was achieved mainly through the designation of specific posts. All had undergone at least one major reorganization in the last 5 years; five colleges had undergone at least two. Key issues were terminology, academic board, training and development, goal setting and targets, devolving curriculum management, and incorporation. The following concerns were to be addressed by colleges: a holistic view, curriculum processes, organizational structure, staff responsibilities, involving and motivating staff, and human resource management. (YLB)

ED 368 899   CE 066 100

Payne, Mario D., Ed.; Robins, Eve, Ed.
National Resources for Adults with Learning Disabilities.
SPONS. AGENCY- Department of Education, Washington, DC.; National Inst. for Literacy, Washington, DC.
PUB DATE- Mar 94
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adaptive Behavior (of Disabled); *Adults; Adult Vocational Education; Annotated Bibliographies; Attention Deficit Disorders; Check Lists; Daily Living Skills;

ED 368 916 CE 066 174

Long, Huey B.; And Others
Self-Directed Learning: Emerging Theory & Practice.
PUB DATE- 89
NOTE- 135p.; Selected papers originally presented at the North American Symposium on Adult Self-Directed Learning (2nd, Norman OK, March 1988).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adult Basic Education; Adult Education; *Adult Learning; Cognitive Style; *Educational Practices; Educational Principles; *Educational Research; Educational Strategies; Educational Theories; Higher Education; *Independent Study; Learning Motivation; *Learning Processes; *Learning Readiness; Lifelong Learning; Problem Solving; Professional Continuing Education; Prognostic Tests; Psychological Patterns; Theory Practice Relationship; Well Being
IDENTIFIERS- Oddi Continuing Learning Inventory; *Self Directed Learning Readiness Scale

This book contains the following collection of papers: "Self-Directed Learning: Emerging Theory and Practice" (Long); "Self-Directed Orientation toward Learning: A Learning Style" (Bonham); "Self-Direction and Problem Solving: Theory and Method" (Peters); "Facilitating Self-Directed Learning: Not a Contradiction in Terms" (Garrison); "Development of an Adult Basic Education Form of the Self-Directed Learning Readiness Scale" (Guglielmino); "Self-Directed Learning among Clinical Laboratory Scientists: A Closer Look at the OCLI Oddi Continuing Learning Inventory " (McCoy, Langenbach); "A Meta-Analytic Study of the Relationship between Adult Self-Direction in Learning and Psychological Well-Being: A Review of the Research from 1977 to 1987" (McCune, Garcia); "Bridging Theory and Practice: Applications in the Development of Services for Self-Directed Learners" (DeJoy, Mills); "The Contribution of W. H. Kilpatrick's Work (1918) to Adult Self-Directed Learning Theory" (Sexton); and "Truth Unguessed and Yet to Be Discovered: A Professional's Self-Directed Learning" (Long). Most papers include substantial bibliographies. Two figures and 26 tables are included. (MN)

ED 368 917 CE 066 175

Long, Huey B.; And Others
Advances in Research and Practice in Self-Directed Learning.
PUB DATE- 90
NOTE- 293p.; Selected papers originally presented at the North American Symposium on Adult Self-Directed Learning (3rd, Norman, OK, February 26-28, 1989).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adult Education; *Adult Learning; Distance Education; Educational Practices; Educational Principles; *Educational Research; Educational Strategies; Educational Theories; Females; Higher Education; *Independent Study; *Learning Motivation; *Learning Processes; *Learning Readiness; Lifelong Learning; Professional Continuing Education; Prognostic Tests; School Business Relationship; Second Language Learning
IDENTIFIERS- *Self Directed Learning Readiness Scale

Selected papers presented in this book are: "Changing Concepts of Self-Direction in Learning" (Long); "The Transition from

PUB DATE- Dec 93
NOTE- 23p.; Paper presented at the American Vocational Association Convention (Nashville, TN, December 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Design; *Computer Graphics; *Drafting; Higher Education; Instructional Effectiveness; *Outcomes of Education; Teaching Methods
IDENTIFIERS- *AutoCAD

A study was conducted to determine the effectiveness of teaching multiview and pictorial drawing using traditional methods and using computer-aided drafting (CAD). Research used a quasi-experimental design; subjects were 37 full- and part-time undergraduate students in industrial technology or technology education courses. The students were enrolled in two sections of the same drafting course, and both groups were pretested. The control group members were taught the traditional method of drafting, and the experimental group used AutoCAD. Performance tests administered after students had completed 7 weeks of the courses showed no significant difference in either group's ability to do multiview and pictorial drawings. The study recommended that, since CAD is as effective as traditional teaching methods and is the way of the future, this method be used in teaching drafting. (Contains 24 references.) (KC)

ED 368 936 CE 066 247

Wicklein, Robert C.; Schell, John W.
Multivariate and Descriptive Discriminant Analysis of Multidisciplinary Approaches to Integrating Mathematics, Science, and Technology Education in the High School.
PUB DATE- Dec 93
NOTE- 22p.; Paper presented at the American Vocational Association Convention (Nashville, TN, December 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Critical Thinking; Curriculum Design; Discriminant Analysis; Educational Research; High Schools; *Integrated Curriculum; *Interdisciplinary Approach; *Mathematics Education; Multivariate Analysis; Problem Solving; *Science Education; Student Attitudes; *Technology Education; *Thinking Skills

A study examined the perceptions of participants in a multidisciplinary project regarding the degree to which the integration of technology, mathematics, and science had enabled advanced mental skills in technical thinking and problem solving. A literature review focused on advanced learning and thinking, ill-structured workplace problems, learning transfer, and activating potential knowledge. The research sample consisted of 148 students participating in multidisciplinary projects at 4 high schools in Colorado, Missouri, Nebraska, and Oklahoma. A four-page questionnaire collected data that were analyzed using multivariate analysis of variance (MANOVA) statistical procedures followed by descriptive discriminant analysis (DDA). Results confirmed the significance of grade level, part-time work experience, and enthusiasm to students' ability to benefit from the multidisciplinary approach. Ill-structured problems proved to be a key aspect of the underlying structure and the separation of groups among the dependent variables. (Appendixes include 29 references and 3 data

Materials; Learning Activities; *Literacy Education; *Sexual Abuse; Units of Study; Workbooks
IDENTIFIERS- New York; Rape Crisis Centers

This workbook was developed to help adult literacy students learn about sexual abuse in order to protect themselves and their children or to help someone who has been sexually abused. It contains information sheets, student worksheets, and answers to the worksheets. The information sheets are coordinated with an available audiotape. Some of the topics covered in the workbook are the following: how often sexual abuse happens; how sexual abuse affects a person's life; signs and symptoms of sexual abuse; how to prevent sexual abuse; how to protect children from sexual abuse; and how to talk to children about sexual abuse. An appendix lists 66 rape crisis centers in New York State; a glossary lists 25 terms that are underlined in the workbook. (KC)

ED 368 956 CE 066 310

Caron, Stephen F.
Problems in Encoding and Retrieval Encountered by Non-traditional Students.
PUB DATE- 94
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Adult Students; *Andragogy; Cognitive Processes; College Programs; Educational Needs; *Encoding (Psychology); Higher Education; *Information Retrieval; *Learning Problems; Lifelong Learning; Literature Reviews; *Nontraditional Students

Various learning difficulties are encountered by nontraditional students. Many are the result of problems in encoding (learning) of data, as well as retrieval of that information when needed. A review of literature showed that nontraditional students can learn, although it may take extra effort on their part to regain their skills in cognitive processing, learning, and memorization. Additional time for processing information, however, may result in greater short-term and long-term gains, and prior vocabulary knowledge may be helpful to nontraditional students. Universities can help to meet the needs of nontraditional students by establishing support groups and holding seminars for them. The literature also contains studies showing that older adults have significantly slower retrieval of information rates. The literature also shows that the use of mnemonic strategies can help older adults to improve their memory skills, as can paraphrasing. The RARE ("Review, Answer, Read, Express") and the SQ3R ("Survey, Question, Read, Recite, Review") methods may be helpful for older as well as younger learners. Based on the literature reviewed, the conclusion was reached that both decay and disuse hinder the encoding and the retrieval of information, but that persistence and hard work can help nontraditional students succeed. Universities could help such students by establishing courses to help them polish study skills and overcome deficits in subject areas, such as mathematics or language skills. (Contains 10 references.) (KC)

ED 368 957 CE 066 315

Burt, Miriam
The Cafeteria Workers' Skills Enhancement Training Program. Performance Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED),

NOTE- 31p.; For related documents, see ED 351 578-599 and CE 066 398-418.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Behavioral Objectives; Learning Activities; *Literacy Education; *Relaxation Training; Self Evaluation (Individuals); *Self Management; *Stress Management; *Stress Variables
IDENTIFIERS- Workplace Literacy

This guide is intended for use in conducting a three-session course that will help employees in the manufacturing and service industries acquire necessary stress management skills. The instructional materials presented are designed to help students learn to accomplish the following: recognize good and bad stress and understand the physical, emotional/psychological and physiological aspects of stress; learn about different relaxation techniques; and develop a plan to reduce personal stress through exercise, good nutrition, and better time use. Included in the guide are course outline and sections of materials for use in conducting each of the course's three sessions. Each session contains some or all of the following: objectives, topical outline, suggested teaching and evaluation methods, teacher tips, lesson outline, student handouts, and self-assessment instruments. (MN)

ED 368 975 CE 066 405

Burt, Lorna; Lewandowski, Carol
Telecommunications in the Workplace.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 94
NOTE- 31p.; For related documents, see ED 351 578-599 and CE 066 398-418.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Behavioral Objectives; *Communication Skills; Learning Activities; Listening Skills; *Literacy Education; *Telephone Communications Systems; *Telephone Usage Instruction
IDENTIFIERS- Workplace Literacy

This guide is intended for use in conducting an eight-session workplace literacy course that will help employees in the manufacturing and service industries acquire necessary job-specific telephone usage skills. The instructional materials included in the guide are designed to teach students to accomplish the following: use professional answering skills and effective listening skills, recognize different caller behaviors and types of calls, handle difficult callers, respond to callers' needs, screen and transfer calls, return customer calls promptly, and solve caller problems to the best of their ability. Presented first are lists of course objectives and topics. The remainder of the guide consists of eight sections of learning activities dealing with the following topics: telephone answering techniques; question techniques for gathering information; effective listening; caller behaviors; types of calls; and procedures for returning calls, handling (negotiating with) difficult callers, and transferring calls.

PUB DATE- Feb 92
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Career Counseling; Career Planning; *College Graduates; College Seniors; College Students; Counseling Effectiveness; Higher Education; Information Sources; Job Placement; *Job Satisfaction; *Occupational Information; Program Evaluation; Vocational Adjustment; Young Adults

Rapid job turnover and high job dissatisfaction among first-time college-educated employees indicate the maladjustment of graduates to the workplace. A three-phase longitudinal study to explore the match between pre-graduation work expectations and workplace realities surveyed college seniors prior to graduation, 6 months after beginning work, and 1 year after that. The study indicated that students found career-specific information sources, such as personal observation and experience, to give more credible job information than did general information sources such as placement centers. The study indicated that students began work with unrealistic expectations in important areas such as skill variety, the importance of job completion, and the amounts of feedback and autonomy they might reasonably expect. Students were unprepared for the intricacies of organizational socialization, the reality of layoffs and firings, and the frequency of workplace discrimination and harassment. The reality of employment seems to be at odds with the comfortable, nurturing atmosphere of academic institutions and with the adolescent self-image of many students. Internships and career-related work experiences should be strongly encouraged. Job market realities should be introduced, and more realistic previews of jobs should be provided. (CC)

ED 368 998 CG 025 287

Firestone, Robert W.
Voices in Suicide. The Relationship between the Firestone Voice Scale for Self-Destructive Behavior and Self-Destructive Life-Styles.
PUB DATE- 92
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Adults; Behavior Disorders; *Personality Traits; *Predictive Measurement; *Self Destructive Behavior; *Suicide
IDENTIFIERS- *Firestone Voice Scale Self Destructive Behavior

This article presents findings from recent research demonstrating a significant relationship between parental introjects, or "voices," and self-destructive behavior. The "voice" is defined as a systematized, integrated pattern of negative thoughts accompanied by angry affect, that is the basis of an individual's maladaptive behavior. The development of these negative thought processes often is attributable to childhood trauma due to inadequate, immature, or hostile parenting of the individual in question. This theoretical construct of "voice" led to the development of the Firestone Voice Scale for Self-Destructive Behavior. Results of administering the scale to 507 subjects in psychotherapy showed that the instrument distinguished between individuals with a past history of suicide attempts and those without such a history. Factor analysis revealed three factors of increasing self-

Canada, August 20-24, 1993). For a related document, see CG 025 367.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Attribution Theory; Child Health; *Childhood Attitudes; Childhood Needs; *Child Psychology; *Diseases; Elementary Education; Elementary School Students; Foreign Countries; *Health Education; Health Needs; Health Promotion; Secondary Education
IDENTIFIERS- Brazil (Rio de Janeiro)

Researchers investigated the causal attributions for health and illness among 96 Brazilian elementary school students. Subjects were interviewed individually and their causal attributions were assessed through 14 true-false items (e.g. people stay well because they are lucky). The findings suggest that there may be more cross-cultural similarities than differences in children's causal perceptions for health and illness. Younger and low socio-economic scale subjects' beliefs in the uncontrollable and immanent-justice type of attributions (e.g. luck and disobedience) is consistent with age and cognitive development research in this area. Taking care of one's self was considered the most important cause of health, while virus/germs and lack of self care were the most selected causes of illness. Chi-Square analyses revealed some significant age, gender, and socio-economic status related differences in the selection of causal attributes. Children should be made aware of the importance that self care plays in health but health professionals should not overemphasize the lack of self care in illness so as to help children develop a more realistic and less "blame the victim" view of sickness. (RJM)

ED 369 019 CG 025 367

Boruchovitch, Evely
Causal Attributions for Health and Illness: Some Predictor Variables.
PUB DATE- 93
NOTE- 5p.; Paper presented at the Annual Convention of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993). For a related document, see CG 025 366.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Attribution Theory; Child Health; *Childhood Attitudes; Childhood Needs; *Child Psychology; *Diseases; Elementary Education; Foreign Countries; *Health Education; Health Needs; Health Promotion; Secondary Education
IDENTIFIERS- Brazil (Rio de Janeiro)

This study explores the influence of cognitive development and health self-perception on Brazilian students' beliefs on the causes of health and illness. Ninety-six randomly selected elementary and junior high school students from two schools in the north area of Rio De Janeiro County were interviewed individually by an investigator. Subjects who were classified as functioning at the concrete operational level and as having a good health self-perception attributed health and illness significantly less to uncontrollable events (e.g. "luck"), immanent justice (e.g. "obedience"), and powerful others (e.g. "doctor care") than did their respective counterparts. The overall findings of this investigation were congruent with the

Gomer, Judith R.
Improving the Reading Skills of Ninth Grade Underachievers by Instilling a Desire To Read.
PUB DATE- 94
NOTE- 88p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Grade 9; High Schools; Inner City; Instructional Effectiveness; Low Achievement; Reading Achievement; *Reading Improvement; *Reading Skills; *Remedial Reading; Student Needs; *Underachievement
IDENTIFIERS- *Reading Motivation; Student Surveys

A practicum was designed to solve the problem of the lack of desire to read and the poor quality of the reading of 65 inner city underachieving basic skills students. Objectives were to increase motivation to read among the students and to improve the quality of their oral, silent, and reading comprehension skills. Incentives for reading enjoyment were provided through various activities where reading was a necessary component. Students were taken on field trips over an eight-month period. Reports about the trips encouraged both reading and writing. Dramatizations and costume parties depicting storybook characters enhanced reading. Fund raising activities were held so that students were able to buy books. While motivational activities were taking place, various reading strategies were used to ensure that reading skills were being improved. Exercises to teach how to find the main idea, how to infer what the author is trying to tell, and how to improve mechanical reading skills were employed. Each student's deficiencies were isolated and reading drills used to improve their skills. A plan was developed to give students learning opportunities to use reading for purposes of enjoyment. A student survey questioned whether the students accomplished this goal. Analysis of data revealed that the participants' oral, silent, and reading comprehension skills improved. Some students continued to dislike reading although most showed an increased desire to read as their reading skills improved. (Contains 22 references and two tables of data; appendixes present questionnaires, staff biographies, and assignment descriptions.) (Author/RS)

ED 369 039 CS 011 657

Harrison, Ina Sue
Improve the Reading Motivation of Third-Grade Children with Extra Time, Encouragement and Choice.
PUB DATE- 94
NOTE- 63p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Class Activities; Elementary School Students; Grade 3; Holistic Approach; Journal Writing; Primary Education; Program Effectiveness; Reading Attitudes; Reading Material Selection; *Recreational Reading; Student Attitudes; *Student Motivation
IDENTIFIERS- *Reading Motivation

A practicum was designed to motivate children to read and to read for pleasure. Since reading is considered an important part of the daily curriculum of an elementary school and spills over into every discipline taught, reading appears to be a key to success in all curriculum areas. An in-class model for delivering remedial assistance was used with 39 third-grade

Developer/Demonstration Program, Learning to Read through the Arts (LTRTA), and evaluates the effectiveness of its implementation. The program offers intensive holistic reading and reading-oriented arts instruction to Chapter 1-eligible students, using an interdisciplinary, thematic approach that integrates a total arts program with a total reading and writing program. The program employs the services of reading teachers and artist/teachers, who provide eligible students with 2.5 hour workshops 2 days every week. In 1992-93, each class of LTRTA students received 64 days of instruction, for a maximum of 150 hours of instruction. Four classes were serviced at each of the eight LTRTA school-based sites, resulting in a total of 32 classes receiving LTRTA instruction. Evaluators reviewed program documents, interviewed program staff, observed program sites and classes, and analyzed students' scores on standardized reading tests. The evaluation team identified nine factors crucial to program success: (1) a thematic curricula; (2) flexibility in developing curricula; (3) multi-modal instruction; (4) access to original art and art institutions; (5) ongoing student assessment; (6) a commitment to developing alternative assessment methods; (7) staff development; (8) parental involvement in the program; and (9) school administration support for the program. Staff members agreed that the program had a positive impact on students' development academically, artistically, personally, and socially. (Four tables and seven figures of data are included. Appendixes contain an overview of several 1992-93 sites; criteria for assessing reading, writing, and art; and a parent opinion questionnaire.) (RS)

ED 369 059 CS 011 677

E.C.I.A. Chapter 1 Children's Art Carnival Creative Reading Program 1992-93. OREA Report.
PUB DATE- 93
NOTE- 59p.; For the 1990-92 report, see ED 335 657.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Creative Activities; Educational Research; Elementary Education; *Interdisciplinary Approach; Program Descriptions; Program Effectiveness; Program Evaluation; Public Schools; Reading Achievement; *Reading Instruction; Student Improvement; *Writing Instruction
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; New York City Board of Education

A study described the 1992-93 Chapter 1 Children's Art Carnival (CAC) Chapter 1 Reading and Writing Program and assessed the effectiveness of its implementation. The program is an intensive holistic reading and reading-oriented arts program for Chapter 1-eligible students who have scored below the cutoff point in a standardized reading test or have performed poorly in the classroom. The program served 297 second- through sixth-grade students at six sites in New York City. A review of program documents, observation of program activities, and interviews with program and participating school staff indicate that the program was implemented as proposed. The evaluation of student achievement on reading tests indicated that the program objective for student improvement in reading was met, with the exception of the performance of third-grade students in the DRP test. Assessment of a selected number of student portfolio writing samples indicated that the students had made gains. Recommendations to program administrators include: enhance integration of CAC activities into that of the regular effective communicators about the evaluations of students' papers. Having a clearly defined set of guidelines added continuity and consistency to the school's writing program. (Contains 24 references; faculty and student evaluation forms, the writing evaluation student response form, and the student rating scale are attached.) (RS)

ED 369 079 CS 214 277

Orenstein, Rhoda
Using a Continuous Assessment Approach To Enhance Third Grade Children's Writing Abilities.
PUB DATE- 93
NOTE- 101p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Classroom Environment; Grade 3; Holistic Approach; Instructional Effectiveness; Parent Participation; *Portfolios (Background Materials); Primary Education; *Student Evaluation; Teacher Workshops; Writing Achievement; *Writing Improvement; *Writing Instruction
IDENTIFIERS- Alternative Assessment; Portfolio Approach

A practicum was designed to give third-grade teachers a way to incorporate into the standard school day ongoing assessment techniques. The teachers used portfolios of the 140 children's work as an important, tangible and readily accessible record. The development and presentation of eight monthly workshops and ongoing classroom demonstration and support of portfolios addressed the individual child's needs in a personal, language arts integrated manner, needs which stemmed from community cultural differences and linguistic orientation. The practicum provided the teacher with a way to establish and manage a classroom climate for continuous portfolio assessment approach and cooperative/collaborative Writing to Learn Centers. Lesson plans were formulated from writing activities related to real purposes, interests, motivation, and needs of the children, connecting school, home, and community. Interactive family assignments, parent/child/homework workshops and ongoing parent/teacher/child conferences were instituted to assist children and parents with the purposes and functions of varied forms of written communication. The practicum succeeded in providing an effective continuous assessment approach, as a positive supplement to the current reporting system. As a result of the workshop programs supplementing the writing curricula and the ongoing child/teacher conference time, there was a marked increase in the children's enthusiasm, confidence, and writing output. The children also demonstrated much improvement in the quality of their writing, and the parents became active participants in their children's writing development. Contains 92 references and five tables of data. (RS)

ED 369 080 CS 214 278

Minot, Walter S.
Composition and Rhetoric: A Natural Alliance.
PUB DATE- Mar 94
NOTE- 10p.; Paper presented at the Annual Meeting of the National Council of Teachers of English Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Providing teacher educators with a model of university-school collaboration, this book explores ways of breaking through children's sense of isolation from other children and shows by example what it means to break through a similar isolation that teachers often experience. Written in the form of a professional dialogue, the book deals with such topics as teachers as learners; the dialogue style of learning; teacher research; inquiry; ownership; scaffolding; neo-Vygotskian perspectives; evaluation and assessment; collaboration; the definition of intelligence; and structuring teacher workshops. The book offers preservice, beginning, and experienced teachers detailed, constructive information about teaching mixed-ability groups; conducting a reading program without a basal; teaching children to run their own response groups and teams; teaching an individual work ethic; inspiring helpfulness; setting up a creative system for homework; and inviting parents to join in the work of the classroom. Chapters in the book are: (1) On Being Smart, Clever, and Intelligent; (2) Thinkers Ask Questions; (3) The Social Side of the Brain; (4) The Writing Response Group; (5) Teaching the Language of Response; (6) Writing Groups in Action; (7) Changing the Way We Teach Reading; (8) Good Readers Think While They Read; (9) Who Should Evaluate Reading and How?; (10) Scaffolding a Work Ethic; (11) Scaffolding a Social Ethic; and (12) Teacher in Conversation. (RS)

ED 369 098 CS 214 301

Hedengren, Elizabeth Finch
Breaking the Blame Cycle: A Small Partnership between Preservice Writing Teachers and Elementary Classrooms.
PUB DATE- 17 Mar 94
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audience Awareness; *College School Cooperation; Elementary Education; *Elementary School Teachers; Higher Education; *Letters (Correspondence); *Preservice Teacher Education; Public Schools; Student Needs; *Writing (Composition); Writing Difficulties; Writing Teachers
IDENTIFIERS- Brigham Young University UT; *Pen Pals

A partnership between a class for preservice elementary teachers in the university and an elementary class in the public schools goes a long way to breaking down the cycle of blame, whereby parents and teachers on all levels blame each other for the poor quality of education offered to students. A small program at Brigham Young University (Utah) requiring university students and Provo, Utah elementary children to exchange personal letters with each other, for instance, allows preservice teachers to experience first-hand the type of writing that they will have to work with later on the job. The experience of exchanging letters helps these preservice teachers to develop practical theories about how to teach writing to elementary school students. Furthermore, from the standpoint of the elementary student, writing letters to an adult is exciting and emotionally fulfilling; it also provides the experience of writing for a real audience. A university-school partnership can also involve panel discussions with elementary school teachers, through which preservice teachers may gain a realistic view of teaching. Finally, preservice ethnocentrism, and how ethnocentrism is manifested. Subjects, 535 college students enrolled in business and communication studies classes at San Jose State University, California, completed a questionnaire designed to compare G. Hofstede's dimensions of national culture (power distance, uncertainty avoidance, individualism, and masculinity) with the independent variables of birthplace, number of family generations born in the United States, languages spoken, culture identified with, exposure through living in another culture, travel, and formal study of cultures. Results indicated that: (1) females scored higher than males on collectivism and on high power distance, but lower on low power distance; (2) subjects living in the United States longest disagreed with collectivism and low risk taking; (3) students born in the United States discriminated on all items, with statistically significant differences indicated; (4) 332 subjects reported speaking a language other than English at home; (5) 359 subjects identified with another culture besides that of the United States; and (6) 318 had taken courses emphasizing cross-cultural relations. Findings suggest that the subjects possessed the skills necessary for survival in post-university life--skills such as collaboration and behavioral sensitivity. (Contains 93 references; the survey instrument, 11 tables of data, and an appendix of qualitative data are attached.) (RS)

ED 369 118   CS 508 556

Colvert, Audra L.
Coaching the "Critters."
PUB DATE- 30 Apr 94
NOTE- 18p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Washington, DC, April 28-May 1, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Debate; Evaluation Methods; Higher Education; *Persuasive Discourse; *Rhetorical Criticism; Speech Communication
IDENTIFIERS- Debate Coaches; Research Suggestions; *Rhetorical Strategies

The purpose of this paper is to create a guide for beginning coaches of the "communication analysis" event in forensics and to attempt to arouse interest in the activity. According to the paper, the American Forensic Association defines communication analysis as an original speech designed to offer an explanation and/or evaluation of a communication event such as a speech, speaker, movement, poem, poster, film, campaign, etc. through the use of rhetorical principles. The paper also helps coaches set up a system for researching topics and methodologies and offers tips for critically evaluating the communication analysis event. The paper concludes that it is time to renew interest and participation in the study and exploration of rhetorical criticism. Contains references. Handouts for students, teachers, and coaches on learning the basics of rhetorical criticism, choosing a topic, selecting a methodology, sample formats, and judging a communication analysis, are attached. (RS)

NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Accountability; *Class Size; *Curriculum Development; *Educational Assessment; Educational Finance; Elementary Secondary Education; Enrollment; Enrollment Projections; Enrollment Trends; *Governance; *School Funds; Teacher Qualifications
IDENTIFIERS- *Indiana

This report, updated and expanded from a 1990 report, covers seven broad areas of Indiana education since 1980: (1) governance; (2) reform; (3) student enrollment and attainment; (4) student achievement; (5) curricular requirements and programs; (6) education work force; and (7) education finance. Additionally, the report provides data on economic, demographic, and social conditions in Indiana as a backdrop to an understanding of the state's education system. The focus is elementary and secondary public education, though the report also addresses postsecondary education whenever such information is helpful in providing a fuller understanding of specific topics. Whenever possible comparisons are made between data on Indiana with data from Indiana's four neighboring states--Illinois, Kentucky, Michigan, and Ohio--as well as with national data. Throughout the past decade Indiana has made intense improvement efforts, focusing on accountability, standards, and testing. This report is designed to answer questions about efforts being made to improve Indiana's educational system, results of the improvement efforts made so far, and what the future holds for Indiana's educational system. (KDP)

ED 369 138 EA 025 666

Neuroth, Joann; And Others
Total Quality Management Handbook: Applying the Baldrige Criteria to Schools.
PUB DATE- 92
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Data Collection; *Data Interpretation; *Educational Assessment; *Educational Improvement; Educational Quality; Elementary Secondary Education; Evaluation Criteria; Self Evaluation (Groups); *Systems Approach; *Systems Development; *Total Quality Management

Most administrators agree that school improvement and change are needed. Disagreement among administrators arises over how the improvements should be made. Total Quality Management (TQM) is a powerful tool in bringing about change and should be considered as an effective alternative in improvement efforts. The TQM approach is designed to address the barriers to change, and most importantly TQM teaches organizations to learn. Total Quality Management consists of three basic principles: (1) systems thinking, a way of agreeing on a shared understanding and picture of the interrelationships among purpose, people, methods, environment, materials and other factors that influence the organization's work; (2) management by data, ways of gathering and using data to understand how well a system is doing; and (3) continuous learning, a disciplined method of make professional judgments; and (4) teachers should have more input in defining their profession. School-based management assumes that school staff, primarily teachers, are the best situated to make decisions that will affect the classroom. School-based management also can improve teachers' feelings of professionalism and connection to restructuring efforts. However, educators and community members newly involved in school-based management may have differing and conflicting ideas and may lack the necessary knowledge base. School restructuring efforts and future plans are included for Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin. Commentaries are included by Robert M. McClure, National Center for Innovation, National Education Association; and Nancy Truelson, North Olmstead City Schools, Ohio. Contact addresses for seven state education departments are included. (Contains 11 references.) (JPT)

ED 369 158 EA 025 764

Stringer, Bill
The P-12 Experience of Students: In What Ways Can It Be a Quality Experience?
PUB DATE- Jul 93
NOTE- 25p.; Paper presented at the Annual Meeting of the Australian Curriculum Studies Association (Brisbane, Queensland, Australia, July 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Articulation (Education); *Curriculum Development; *Developmental Continuity; Elementary Secondary Education; Foreign Countries; Public Schools; *Student Development; *Student Needs; *Student School Relationship; *Transitional Programs
IDENTIFIERS- *Australia (Victoria)

As students grow and develop, schools should be able to respond and provide an appropriate education for them. Six continua are involved in the educational development of a student: organization of knowledge, source of curriculum ideas, purpose of curriculum, learning processes, role of the teacher, and role of the student. These continua can provide a framework for schools to assess how they assist in student development from elementary to secondary education. That most young people grow and develop with minor difficulties does not mean that the common continuum of learning is the best. Continuity and coherence in curriculum are important elements in assessing the educational continuum. Continuity curriculum criteria include relating students' previous learning and development, showing progression in age and development, making curriculum coherent, and structuring curriculum around the student and course. Transitional programs can help students deal with the change from elementary to secondary education. These programs can provide information and support to parents and students, cooperation between teachers, and curriculum linking. District partnerships between elementary and secondary schools can improve transitions for students. National curriculum can also aid in establishing continuity in education. (Contains 22 references.) (JPT)

ED 369 159 EA 025 765

White, Liane E.; And Others
Violence in Schools: An Overview. CRS Report for Congress.

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Administrator Role; *Educational History; Elementary Secondary Education; Public Schools; *School Supervision; *Supervisors; *Supervisory Methods

Public school supervision in the United States has been historically influenced by its roots in western Europe and unique characteristics of the American educational system. Much history of school supervision describes it as a series of disjointed and unrelated events. And supervision appears to simply reflect greater social and educational movements. No clear theme has emerged in the historical study of supervision. A review of research on supervision history reveals that little has been done in dissertations, books, and articles. While the interaction of broad social and intellectual movements has had a role in the history of supervision, supervisors were also active members. They supported business-like management concepts and directed resources to further their own professional interests. There have also been conflicts between the historical roots of supervision in bureaucracy and newer ideas of professionalism. The history of supervision is marked by seven models: inspection, efficiency, democratic, scientific, leadership, clinical, and changing concepts. Supervision was originally inspectional and later redefined as an efficient, authoritative, and managerial function. School-based management and peer coaching are attempts to use democratic ideals to overcome the bureaucratic history of supervision. Footnotes are included. (JPT)

ED 369 179 EA 025 803

Hartzell, Gary N.; And Others
Addressing the Problems of First-Year Assistant Principals.
PUB DATE- Feb 94
NOTE- 42p.; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (New Orleans, LA, February 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Administrative Change; Administrative Problems; *Administrator Behavior; *Administrator Effectiveness; *Assistant Principals; *Career Change; Elementary Secondary Education; *Occupational Information; Public Schools
IDENTIFIERS- *Beginning Principals

The first year as an assistant principal can be even more trying than a teacher's first year. Becoming an administrator is a personal and professional transition that requires a new perspective on schools and a new definition of one's role as an educator. The first year as an assistant principal also is important in setting attitudes and standards for the future. Socialization to a new work environment is a major step in making the transition into a new position as an administrator. Teachers who become administrators must also deal with moving from the isolated environment of the classroom to the more open and interactive atmosphere of the administrative office. Administrators must deal with the tension between teaching and administration. First-year administrators must also learn the school organization, define their role in the organization, and resolve conflict. Assistant principals also have to learn how to be in a secondary leadership position. Many new assistant principals feel overwhelmed and frustrated by the new role they

Teachers, Parents, Clergy, etc. in Non-Classroom situations)
(055)
DESCRIPTORS- *Attention Deficit Disorders; Compliance (Legal); Demonstration Programs; Educational Legislation; Elementary Secondary Education; Formative Evaluation; *Inservice Teacher Education; Instructional Materials; *Program Development; *State Departments of Education; State Programs; Technical Assistance
IDENTIFIERS- *Louisiana

Louisiana's state education agency (SEA) was mandated to provide appropriate services for children with attention deficit disorders, by developing statewide training for representatives from public school districts and by selecting and implementing four pilot programs. The SEA implemented the pilot programs, provided an informational training conference, and developed a program guidance manual. A formative evaluation of the SEA's efforts, based on document analysis and a survey of conference attendees, revealed that the SEA staff had done a good job in overseeing the project and providing technical assistance to local education authorities. Appendixes make up the bulk of the report and provide: a copy of the authorizing legislation; a rating scale used to evaluate the project; a copy of the Request for Proposals developed to solicit pilot program applications; descriptions of the four pilot programs selected for funding; a conference agenda and conference evaluation form; and other survey forms and evaluative data. (JDD)

ED 369 198 EC 302 925

Special Education Training and Resource Center (SETRC) 1992-93. OREA Report.
PUB DATE- 93
NOTE- 92p.; The evaluation was conducted by the Student Progress Evaluation Unit. For related documents, see ED 281 338, ED 302 050, and ED 320 353.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Attitudes; *Disabilities; Elementary Secondary Education; *Inservice Teacher Education; Libraries; Program Effectiveness; Program Evaluation; *Resource Centers; Special Education; *Staff Development; *Technical Assistance; Workshops
IDENTIFIERS- New York City Board of Education

The Special Education Training and Resource Center (SETRC) of the New York City Board of Education organizes professional development workshops on special education issues and operates seven Resource Center libraries that provide materials and technical assistance to enhance student services. Interviews conducted with school administrators concerning SETRC training activities revealed that respondents were pleased with the quality and availability of the training and the majority felt that SETRC had met the needs of their districts. Workshop participants, as well as evaluators, rated the workshops as clear, concise, well-organized, and interactive. Users' perceptions of the Resource Center libraries were also positive. The SETRC provided 12,790 training hours during the 1992-93 school year. It did not meet its mandate of 17,000 hours, due in part to the difficulty in hiring enough qualified bilingual trainers and constraints on providing clinical training. Recommendations for program improvement are offered. Appendices provide evaluative data resulting from the study. (JDD)

Contains 12 references. (DB)

ED 369 216 EC 302 946

Lewis, Laurie; And Others
Deaf and Hard of Hearing Students in Postsecondary Education. Statistical Analysis Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 94
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Assistive Devices (for Disabled); College Students; Deaf Interpreting; *Deafness; Enrollment Trends; Hearing Impairments; Higher Education; *Incidence; National Surveys; Notetaking; *Partial Hearing; Private Colleges; Public Colleges; Statistical Analysis; *Student Personnel Services; Two Year Colleges
IDENTIFIERS- *Survey on Deaf Hard of Hearing Students Postsecond

This report presents results of statistical analysis of the 1993 federal "Survey on Deaf and Hard of Hearing Students in Postsecondary Education." Data were collected from 982 of the nation's 2-year and 4-year postsecondary institutions (Gallaudet University and the National Technical Institute for the Deaf were not included) and were weighted to provide national estimates. Highlights of findings include: (1) about half of the nation's 5,000 postsecondary institutions enrolled one or more students who identified themselves as deaf or hard of hearing in the last 4 years; (2) public institutions were much more likely than private institutions to enroll such students (79 percent versus 29 percent); (3) a total of 20,040 deaf or hard of hearing students were identified (an increase of approximately 3,000 students since 1989); (4) about a third of the institutions provided special support services to a total of 16,100 students; (5) classroom notetakers, sign language interpreters, and assistive listening devices were the major support services provided. This report provides detailed analysis in narrative, tables, and figures on: enrollment in postsecondary institutions, provision of support services, types of support services provided, problems with providing support services, and information that institutions would find useful in providing services. Additional information details the survey methodology and data reliability. Two appendices provide tables of standard errors and the survey questionnaire. Contains 12 references. (DB)

ED 369 217 EC 302 947

State Education Department Preschool Handicapped Education Program. Report 93-S-23.
PUB DATE- 10 Feb 94
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; Committees; Definitions; Delivery Systems; *Disabilities; *Early Intervention; Evaluation Methods; Itinerant Teachers; Preschool Education; *Program Costs; Program Evaluation; *Special Education; State Programs; Student Placement
IDENTIFIERS- Center Based Programs; *New York; *Preschool

report provides a content analysis of statements from 18 organizations with an interest in the education of students with disabilities, including advocacy groups, professional associations, and leadership organizations. Among the study's findings were: seven organizations defined "inclusion" with no two definitions being alike; the seven organizations which discussed the goal of inclusion each had differing goals; eight organizations called for abolishing current requirements for a continuum of educational placements; four organizations' statements applied inclusion to all students in the school; and active involvement in out-of-school settings and the community was deemed a part of inclusion by eight organizations. The paper concludes that there is agreement that children with disabilities should be included in general education to a greater extent than they have been but there is still disagreement concerning the degree of appropriate inclusion. The concern of many appears to be that the full range of services, some currently available only in specialized programs and facilities, will be lost if "full inclusion" is implemented inappropriately. Appendices include a list of the organizations surveyed and materials used in the content analysis. Contains 52 references. (DB)

ED 369 235   EC 302 966

Patton, Patricia L.
Employment Success for Students with Mild Disabilities: Process and Outcomes.
PUB DATE- Oct 93
NOTE- 14p.; Paper presented at the Council for Exceptional Children/Division on Career Development International Conference (Albuquerque, NM, October 14-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agency Cooperation; Course Content; *Curriculum Development; *Disabilities; *Education Work Relationship; *Employment Potential; High Schools; Information Dissemination; Job Placement; Job Skills; Parent Education; *Transitional Programs; *Vocational Education; Vocational Rehabilitation; Workshops; Work Study Programs
IDENTIFIERS- San Diego Unified School District CA

This report describes activities of Project Work, a federally funded program to provide vocational preparation skills and transition services for high school students with disabilities. The program served 150 students at a large urban high school in San Diego (California). Three major objectives were accomplished: (1) development of an employability skills course involving both classroom instruction and community-based job training; (2) training and support for parents relating to vocational development, transition services, referral to adult agencies, and self-advocacy; and (3) provision of support to project participants to ensure proper referral to appropriate adult agencies. The employability skills course was given daily to groups of 12-15 students and covered a multitude of job search, job maintenance, and work-related interpersonal skills. Job developers were able to place 120 students at over 55 paid worksites where students were supported by weekly visits from job coaches and biweekly evaluations. Transition services included links with the Department of Rehabilitation, development of an Individualized Transition Plan, and helping students obtain necessary documentation (e.g., social security

V.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 30 Sep 93
NOTE- 894p.
LANGUAGE- English
EDRS Price- MF06/PC36 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; Annual Reports; Databases; *Educational Research; Educational Strategies; *English (Second Language); Federal Government; *Limited English Speaking; *Program Administration; Program Descriptions; Program Evaluation; Public Agencies; *Research Projects; Staff Development; *Technical Assistance
IDENTIFIERS- Office of Bilingual Educ Minority Lang Affairs; *Policy Research

The Special Issues Analysis Center (SIAC) provides technical assistance to the Department of Education's Office of Bilingual Education and Minority Languages Affairs (OBEMLA) in its mission of serving limited-English-proficient (LEP) students. The SIAC carries out data gathering and analysis, research, and other support services to inform OBEMLA decision making. The annual report for fiscal year 1992, its first year of operation, consists of five volumes. The first gives an overview of activities and task accomplishment, and implications for second-year planning. The second volume contains copies of "short turnaround reports" based on analyses of Title VII application data and other data related to LEP students submitted in year one. Volume III includes three SIAC products: a summary analysis of Title VII grant program annual survey reports; the draft of an accountability system for a special alternative instruction program; and the draft of an accountability system for an educational personnel training program. The fourth volume consists of a literature review of federally funded studies related to LEP students, and the final volume contains a focus group report on active learning instructional models for LEP students. (MSE)

ED 369 255 FL 021 806

Cardoso, Janaina
Self-Study Centre: Help, Fun, and Interdependence.
PUB DATE- Apr 93
NOTE- 6p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (27th, Atlanta, GA, April 13-17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Independent Study; *Language Laboratories; Program Effectiveness; Program Implementation; *Second Language Instruction; *Student Attitudes; *Teacher Attitudes; Workshops
IDENTIFIERS- *Brazil (Rio de Janeiro); *Self Study Centers

This paper discusses the development and use of student self-study centers in language programs, focusing on the experiences of a language teacher in developing such a center at Cultura Inglesia in Rio de Janeiro, Brazil. Self-study centers may be defined as a set of facilities aimed at providing students with the opportunity of learning independently. Self-study centers may provide help to students through remedial work and assessment grades suggest that there is generally agreement,and interviews with students provide some evidence of a change in trainee attitude towards assessment and learner autonomy. (MSE)

ED 369 276 FL 022 025

Gaies, Stephen J.
An Approach to the Evaluation of ELT Preparation Programs.
PUB DATE- 92
NOTE- 21p.; In: Sadtono, Eugenius, Ed. Language Teacher Education in a Fast-Changing World. Anthology Series 29; see FL 022 023.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Outcomes Assessment; *English (Second Language); Evaluation Methods; Followup Studies; Higher Education; *Language Teachers; *Longitudinal Studies; *Portfolios (Background Materials); Program Descriptions; *Program Evaluation; Second Language Instruction; *Teacher Education Programs
IDENTIFIERS- *University of Northern Iowa

Discussion of the evaluation of training programs for teachers of English as a Second Language consists of: (1) characterization of general approaches; (2) review of reasons for interest in program evaluation; and (3) description of a University of Northern Iowa (UNI) evaluation project that uses a portfolio approach extending 3 years beyond program completion. At UNI, assessment of teacher trainees occurs at four points in the trainee's career: at declaration of undergraduate ESL major; at approximately the second semester of the junior year; during the last undergraduate semester; and 1-3 years after graduation. The principal method used is evaluation of a collection of trainee products that individually and collectively portray trainee attainment. Guidance in portfolio construction is provided. Experience with this method of student outcomes assessment suggests these educational and administrative advantages: it uses student knowledge base, skills, values, and attitudes as a focal point for program evaluation; promotes a developmental view of teacher preparation and growth; encourages formative program evaluation; encourages a developmental view of teacher preparation; engages trainees as active agents in curriculum evaluation and development; builds habits of inquiry about student learning; and reveals the interaction between top-down and bottom-up processes of curriculum renewal. (MSE)

ED 369 277 FL 022 026

Pennington, Martha C.
Human Resources Development in the Management of English Language Programs: An Introduction for Teachers.
PUB DATE- 92
NOTE- 17p.; In: Sadtono, Eugenius, Ed. Language Teacher Education in a Fast-Changing World. Anthology Series 29; see FL 022 023.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Education; *English (Second Language); Foreign Countries; Higher Education; Labor Force

interaction. The results suggest that language behaviors and affective aspects constitute coherent phenomenon that are, however, relatively independent from one another. Both aspects are nevertheless subject to the complex interaction of the cultural origin of the participants, their degree of language confidence, the distribution of situational power, and the temporal evolution of the conversation. (Author/MDM)

ED 369 297 FL 022 087

Foreign Language Mastery Curriculum.
PUB DATE- Jan 89
NOTE- 45p.; For related documents, see FL 022 088-090, and ED 278 256.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Articulation (Education); Educational Change; Elementary Secondary Education; FLES; *Language Proficiency; *Mastery Learning; *Oral Language; *Second Language Instruction; Second Language Programs; State Curriculum Guides
IDENTIFIERS- *Utah

This report calls for a major change in foreign language education in the state of Utah, moving from an instructional emphasis on the study of grammar to performance in speaking skills that can be sustained through instruction in reading, writing, and structural knowledge. This mastery curriculum will enable students to progress in language learning in a logical sequence from elementary school to junior high school to senior high school without having to go back and start from the beginning each time they move from one level to the next. The rationale behind the curriculum and guidelines for its implementation are presented. The main body of the report outlines the listening, thinking, speaking, reading, writing, accuracy, and cultural awareness skills that must be mastered in the target language at the novice, intermediate, advanced, and superior level. The goals, standards, and objectives of this guide were taken from the American Council on the Teaching of Foreign Languages' "ACTFL Provisional Guidelines," a copy of which is appended. (MDM)

ED 369 298 FL 022 088

Teaching for Oral Proficiency in German: A Teacher's Manual To Accompany Foreign Language Master Curriculum.
PUB DATE- Jan 87
NOTE- 117p.; For related document, see FL 022 087-090, and ED 278 256.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Educational Strategies; Elementary Secondary Education; FLES; *German; Group Activities; Higher Education; *Language Proficiency; *Mastery Learning; *Oral Language; *Second Language Instruction; Second Language Programs; State Curriculum Guides; Teaching Methods
IDENTIFIERS- Utah

This manual presents activities designed to encourage speaking in elementary and secondary school German language classes at the novice and intermediate proficiency levels. Following guidelines outlined in the Utah "Foreign Language Mastery Curriculum Guide," each of the activities is identified

ED 369 317 HE 027 355

Educational Plant Survey, The Florida State University, March 15-19, 1993.
PUB DATE- Mar 93
NOTE- 161p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- *Campus Planning; Capital Outlay (for Fixed Assets); *College Buildings; Costs; Educational Facilities; Enrollment Projections; Facility Guidelines; Facility Improvement; Higher Education; *Long Range Planning; *Needs Assessment; *State Universities
IDENTIFIERS- *Florida State University

An educational plant survey was conducted of the Florida State University on March 15-19, 1993, to aid the formulation of plans for housing the educational program, student population, faculty, administrators, staff, and auxiliary and ancillary services of the university. This report begins with the statutory foundations for educational plant surveys, procedural policies, and an outline of the cooperative process implemented by staffs of various agencies. The report then provides, through text and 38 tables: (1) an overview of the university; (2) an analysis of the student population, focusing on planned enrollments; (3) a list of the academic programs of the university; (4) an inventory of existing sites and buildings, including eligible and ineligible assignable square footage of satisfactory space by category; (5) a plan for housing programs, students, personnel, and services; (6) an analysis of capital outlay finances; and (7) recommendations for educational plants at various campus sites for March 15, 1993 through June 30, 1998, along with cost estimates. (JDD)

ED 369 318 HE 027 356

Bender, Thomas
Intellect and Public Life: Essays on the Social History of Academic Intellectuals in the United States.
PUB DATE- 93
NOTE- 179p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cultural Background; *Cultural Enrichment; Democracy; Higher Education; *Intellectual Disciplines; Intellectual Experience; *Intellectual History; Metropolitan Areas; Sciences; *Social History; *Social Life; Social Sciences; Universities; *Urban Culture
IDENTIFIERS- Beard (Charles A); Seligman (E R A); Trilling (Lionel)

Eight essays discuss the relation of urban patterns of intellectual life and academic forms of higher learning. Themes that run through the essays include: the increasing incorporation of academic culture into the center of American life, socially and intellectually, is accompanied and causally related to a progressive impoverishment of the public sphere; and intellectuals turned to academic culture as a hedge against the market--whether to insist upon the superiority of honor to market values, or for a sanctuary from intellectual chaos and competitiveness, or to purify and clarify discourse, even at

NOTE- 82p.; Switzer Seminar Series.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Adult Vocational Education; Business; *Disabilities; *Health Insurance; *Private Sector; *Vocational Rehabilitation; *Workers Compensation

This monograph reflects the writings, discussions, and recommendations of the Switzer Scholars at the 16th annual Memorial Seminar. Introductory materials include the following: "A Tribute to Mary E. Switzer"; "Welcome from the National Rehabilitation Association" (Spencer L. Mosley, Ann Ward Tourigny); list of seminar sponsors; "Introduction" (Leonard G. Perlman, Carl E. Hansen); and photographs of the 1993 Switzer Scholars. The five papers written expressly for the seminar follow: "Development of Rehabilitation in Business and Industry: Implications for Rehabilitation Counselor Training" (Ralph M. Crystal); "Educating Practitioners for Work in the Private Sector" (Dennis David Gilbride); "Insurance Issues and Trends: A Focus on Disability Management including Rehabilitation" (Patricia M. Owens); "Trends and Innovations in Private Sector Rehabilitation for the 21st Century" (John W. Lui); and "Ethical Issues in the Private Sector" (Edward P. Steffan). Four special invited papers are included: "The History of Private Sector Rehabilitation" (Lloyd M. Holt); "Choice, Autonomy, and Individual Provider Selection" (Stephen A. Zanskas); "Rehabilitation in Workers' Compensation: A Growth Potential" (Bruce Growick); and "Rehabilitation in the 90's and Beyond" (Barbara Greenstein). A brief biography of Mary E. Switzer concludes the monograph. (YLB)

ED 368 861 CE 065 775

Adult Community Education. National Policy.
PUB DATE- 94
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; *Adult Education; *Community Education; *Educational Objectives; Educational Opportunities; *Educational Policy; Educational Quality; *Educational Strategies; Equal Education; Foreign Countries; Outcomes of Education; Partnerships in Education; Position Papers; Postsecondary Education; *Program Development
IDENTIFIERS- *Australia

In September 1992, Australia's commonwealth, state, and territory ministers for education and training established a working party to draft a national policy regarding adult community education (ACE). The resulting policy was based on the principle that ACE is an educational provision in its own right that also complements the core provision of the school, Technical and Further Education, and higher education systems; it concentrated on the provision of learning opportunities at the community level through a variety of settings and delivery modes. The policy's six stated goals were as follows: realize the potential of ACE; achieve access and equity; provide diverse opportunities and outcomes for lifelong learning; provide learning pathways to further learning or employment; ensure the quality of ACE; and strengthen partnerships of the community with government, industry, and other education sectors. Intended outcomes and strategies for achieving each of were compiled into categories such as: Beginning Readers; Consumer Information; Health Issues; Parenting Skills; Science Phenomena; Test-Taking Tips; Best Sellers; Self-Improvement; Reference Materials; Civics; Folktales; Mysteries; Science; and Social Studies. The survey also identified the kinds of magazines to be chosen for the library. Materials that were already in house and were in the selected categories were catalogued. Additional materials that were of high interest were procured for the lending library. A database of available materials in the lending libraries was created and from it "minicatalogues" were generated. These catalogues were usually generated at the request of teachers or students. A catalogue was designed, printed, and delivered to students through the teachers and by mail. Students could request books from the catalogue by filling out the request form and returning it to the teacher. In order for students to feel comfortable requesting books on confidential subjects, they had the option of having the books mailed to their homes. A user's survey and a teacher's survey were used to measure project effectiveness. (Appendixes include project forms and survey instruments. A copy of the catalogue is provided. It lists 464 books, magazines, audiotapes, and videotapes for adult learners and their families. An alphabetical index of titles is included.) (YLB)

ED 368 881 CE 066 031

Literacy Project for Adults with Learning Disabilities.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- Jun 93
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Learning Disabilities; *Learning Strategies; *Literacy Education; *Metacognition; Teaching Methods; Technical Assistance; *Tutors; Volunteer Training
IDENTIFIERS- 353 Project

The Literacy Project for Adults with Learning Disabilities addressed a perceived and documented need for more effective interventions for use by adult literacy tutors when working with clients with learning disabilities. It provided training and technical assistance for tutors, adult basic education/General Educational Development program teachers, and program supervisors in the teaching of metacognitive strategies to adults with learning disabilities. The program also trained adult literacy tutors in strategic teaching methods and reasonable accommodations. Twelve adult educators participated in the initial training workshop. Topics included barriers for individuals with learning disabilities; metacognitive strategies; and reading strategies. Twelve adult educators, most of whom had attended the first one also participated in the second workshop. Content focused on memory and writing strategies. The final topic was use of reasonable accommodations. Each participant was contacted 1 month after the initial workshop to discuss progress. Two had taught the strategies to the students. (Appendixes include workshop materials.) (YLB)

ED 368 882 CE 066 035

*Educational Diagnosis; Educational Resources; Employment Services; *Learning Disabilities; Literacy Education; *National Organizations; *National Programs; *Resource Materials

This resource guide is designed to help adults who suspect they have a learning disability gather sufficient information to set realistic goals, achieve those goals, and lead productive lives. The first section, which discusses assessing learning disabilities, includes lists of agencies equipped to help diagnose learning disabilities in adults and questions to ask qualified professionals. A checklist of 28 identified characteristics of adults with learning disabilities is presented along with annotated lists of 13 national resource centers, 9 organizations concerned with general education, 8 learning disability organizations, 3 attention deficit disorder organizations, 4 organizations concerned with employment issues, 5 organizations concerned with technology, 16 organizations concerned with life management issues, and 20 publications of relevance to learning-disabled adults. A list of 16 pertinent toll-free numbers and information on the HEATH Resource Center and National Adult Literacy and Learning Disabilities Center conclude the guide. (MN)

ED 368 900 CE 066 101

The Impact of Restructuring on the Secretarial Profession. A Survey of Office Professionals.
PUB DATE- 94
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Employer Employee Relationship; *Employment Level; *Employment Opportunities; *Employment Patterns; Employment Qualifications; Foreign Countries; *Job Development; Occupational Information; Occupational Surveys; Organizational Change; *Secretaries; Work Attitudes; *Work Environment
IDENTIFIERS- Canada; United States

Members of Professional Secretaries International (PSI) were surveyed to discover how corporate restructuring has influenced development of the secretarial profession since 1990. Of the 500 questionnaires mailed to PSI members in the United States and Canada, 174 (34.8%) were returned. Of those surveyed, 71% have been assigned a variety of duties previously performed by management (including purchasing office materials, hiring personnel, training, and supervising, and implementing/supervising quality management programs). As a result of gaining these additional duties, many secretaries have increased enthusiasm for their jobs. At the same time, however, many of those surveyed feel overwhelmed by their large workload, and nearly 73% of those surveyed stated that are now working the equivalent of two or more positions. Although most respondents reported gaining more recognition and respect for their contributions, only 36% have received a promotion and only 28% have been made part of the management team. Fifty-five percent of the respondents indicated feeling positive about the changes in their jobs. Of those who have been assigned new management duties, only 53% have received some type of training to assist them with their new responsibilities. (Contains 25 graphs/tables) (MN)

ED 368 901 CE 066 104

Martin, Margaree C.; Brown, Arthur
Differential Aptitude Test: A Data Source for Reinforcement of

Learner-Control to Autodidaxy: More than Meets the Eye" (Candy); "Self-Directed Learning and the Theory of Adult Education" (Jarvis); "On the Theme and Variations of Self-Directed Learning" (Gerstner); "Self-Directed Learning--A Growth Process?" (Eisenman); "Analysis of Practical Thinking in Self-Directed Learning" (Peters); "Adult Self-Direction in Learning: A Meta-Analytic Study of Research Using the Self-Directed Learning Readiness Scale" (McCune, Guglielmino, Garcia); "Structural Analysis of the Self-Directed Learning Readiness Scale: A Confirmatory Factor Analysis Using Lisrel Modeling" (West, Bentley); "The Concept of Distance in Self-Directed Learning" (Adekanmbi); "Action Science as a Paradigm for a Critical Theory of Self-Directed Learning" (Dorsey, Manning, Shindell); "The Wright Brothers as Self-Directed Learners: The Role and Relation of Goal Setting, Feedback and Motivation during the Process of Their Self-Directed Learning Project" (Cavaliere); "Self-Directed Learners: Women Climbing the Corporate Ladder" (Lambert, Rountree-Wyly); "The Drive to Learn: Self-Directed Learning in a Formal Institutional Setting" (Sgroi); "Self-Direction in Adult Second Language Learning" (Nolan); and "Toward a Theory of Self-Directed Learning: An Appraisal of Gibbons' Principles and Strategies" (Long, Agykum). Most papers include substantial bibliographies. The volume includes 11 tables and 15 figures. (MN)

ED 368 918   CE 066 176

Long, Huey B.; And Others
Self-Directed Learning: Consensus & Conflict.
PUB DATE- 91
NOTE- 296p.; Consists primarily of selected papers originally presented at the International Symposium on Adult Self-Directed Learning (4th, Norman, OK, 1990).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adult Education; *Adult Learning; College Students; Competence; Demography; Educational Research; *Educational Trends; Futures (of Society); Higher Education; *Independent Study; *Learning Processes; *Learning Readiness; Lifelong Learning; Models; Participation; Predictor Variables; *Professional Continuing Education; Prognostic Tests; Scores; Test Validity
IDENTIFIERS- Oddi Continuing Learning Inventory; Self Directed Learning Readiness Scale

The following papers are presented in this book: "Self-Directed Learning: Consensus and Conflict" (Long); "Challenges in the Study and Practice of Self-Directed Learning" (Long); "A Conceptual Model of Autodidactism" (Tremblay, Theil); "Functional and Dysfunctional Uses of Self-Directedness in Adult Learning" (Bonham); "Relationship between Scores on the Self-Directed Learning Readiness Scale, Oddi Continuing Learning Inventory, and Participation in Continuing Professional Education" (West, Bentley); "Demographic and Personal Factors in Predicting Self-Directedness in Learning" (Adenuga); "College Students' Self-Directed Learning Readiness and Educational Achievement" (Long); "Human Behavior as a Construct for Assessing Guglielmino's Self-Directed Learning Readiness Scale: Pragmatism Revisited" (Confessore); "The Validity Generalization of Guglielmino's Self-Directed Learning Readiness Scale" (McCune, Guglielmino); "Spark-Gap to Space: A Study of Self-Directed Learning" (Redding); "Reflection on a Personal Self-Directed Independent Learning Activity" (Steele); "The Staged Self-Directed Learning Model" (Grow); "Facilitating tables.) (YLB)

ED 368 937 CE 066 248

Daugherty, Michael K.; Boser, Richard A.
Professional Development for Technology Education: Results of a National Study.
SPONS. AGENCY- Council on Technology Teacher Education, Reston, VA.
PUB DATE- May 93
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Needs; *Inservice Teacher Education; Participant Characteristics; Postsecondary Education; Professional Development; *Program Evaluation; *Program Implementation; *Program Improvement; *Technology Education

A study was conducted to ascertain the extent to which colleges and universities are integrating new technology education curriculum activities into teacher inservice and professional development programs. Information was gathered by developing a questionnaire, pilot testing it, and mailing it to 50 selected colleges and universities for completion. Twenty-nine usable questionnaires were returned (58 percent). Each of these 29 institutions reported sponsoring at least one inservice activity in the past year. The inservice activities provided typically emphasized new technologies and teaching methods consistent with contemporary directions in technology education. Inservice topics were typically selected and planned with some form of teacher input. University personnel assumed the leadership role in a large majority of inservice events. Summer workshops and teacher institute days were the most common formats for the delivery of inservice professional development. Two-thirds of the institutions reported assuming some of the financial responsibility for inservice activities. Little or no follow-up or evaluation of the outcomes of inservice activities occurred. The following recommendations were made: the technology education profession should develop a publication that highlights and publicizes exceptional inservice and professional development activities; stakeholders in technology education should collaborate to increase the involvement of teachers in the preparation and evaluation of inservice activities; and more efforts should be made to evaluate and follow up inservice activities. Appendixes include the survey instrument, a list of institutions participating, respondents' comments, and a sample agenda from a teacher's conference program. (Contains 22 references.) (KC)

ED 368 938 CE 066 253

Building a System To Connect School and Employment.
PUB DATE- 94
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - General (020)
DESCRIPTORS- Developed Nations; Disadvantaged Youth; *Educational Improvement; *Education Work Relationship; Foreign Countries; Futures (of Society); *Needs; *Noncollege Bound Students; Postsecondary Education; *School Business Relationship; Secondary Education; *Work Experience Programs

Washington, DC. National Workplace Literacy Program.
PUB DATE- 30 Apr 94
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Federal Government; *Food Service; *Government Employees; High School Equivalency Programs; *Labor Education; *Literacy Education; Outcomes of Education; Program Effectiveness; *Program Implementation; Unions
IDENTIFIERS- Food and Beverage Workers Union; *Workplace Literacy

A program was conducted by the Food and Beverage Workers Union in Washington, D.C., to provide workplace literacy classes for food service workers in the city's government agencies, universities, and museums. A curriculum for workplace literacy skills was developed, sites were selected, and students were recruited. From a target audience of approximately 3,000 workers, 209 workers enrolled in the series of classes during the 22 months of the project. A total of 27 classes were offered on a flexible schedule, with at least 60 hours offered for each session. Most classes were scheduled twice a week for 4 hours weekly. Classes were offered in basic skills, pre-General Educational Development (GED) Test, GED test preparation, workplace communications, English as a second language, and a sampler of communications, mathematics, and writing. A total of 215 students attended at least 8 hours in each class, and 73 received certificates for completing at least 80 percent of 2 classes. At the end of the program, the program director recommended that a method be established to encourage employers to help workers to use their new skills on the job and that computers be incorporated into the program. Information about the program was disseminated at 32 conferences. (KC)

ED 368 958 CE 066 319

Veterinary Accreditation. A Reference Guide for Practitioners.
PUB DATE- Aug 93
NOTE- 167p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Animal Husbandry; *Certification; Diseases; *Federal Legislation; *Federal Regulation; Postsecondary Education; Resources; Standards; *Veterinarians; *Veterinary Medical Education; Veterinary Medicine
IDENTIFIERS- *Department of Agriculture

This reference manual was designed as a guide for veterinarians who have been accredited by the U.S. Department of Agriculture (USDA) Animal and Plant Health Inspection Services. The guide provides instructions on the following topics: identifying animals, reportable diseases and conditions, brucellosis, tuberculosis, pseudorabies, miscellaneous diseases, interstate movements of animals, issuing export certificates, selecting and using disinfectants, lab submissions, and compliance. It also identifies regulations for intrastate and interstate shipment and international export of animals. Units of instruction on these topics include information sheets, line drawings, federal laws and regulations, and samples of required

(MN)

ED 368 976 CE 066 406

Pollak, Ave
Time Management.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 94
NOTE- 47p.; For related documents, see ED 351 578-599 and CE 066 398-418.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Behavioral Objectives; *Communication Skills; Learning Activities; *Literacy Education; *Problem Solving; *Stress Management; *Time Management; *Work Attitudes
IDENTIFIERS- Workplace Literacy

This guide is intended for use in conducting a six-session course that will help employees in the manufacturing and service industries get the most out of their work day. The instructional materials included in the guide are designed to teach students to accomplish the following: analyze their daily routines, understand the effect of mental attitude on productivity, learn time management strategies, review communication skills that assist in efficient time use and productivity, identify and practice assertiveness skills, learn problem-solving skills that assist in efficient time use, identify stress management strategies, and apply learning to suit individual needs. Presented first are lists of course objectives and topics. The remainder of the guide consists of eight sections dealing with the following topics: mental and physical preparation for the work day; time management skills (prioritizing, delegating, identifying personal "prime time," staying organized, and recovering from mistakes); communication skills; maintenance of a positive attitude and use of problem-solving skills; and stress management. Included in each section are some or all of the following: objectives, topical outline, evaluation methods, teacher tips, student handouts, activities/worksheets, case studies. (MN)

ED 368 977 CE 066 407

Burt, Lorna
Getting the Point: Reading in the Workplace.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 94
NOTE- 69p.; For related documents, see ED 351 578-599 and CE 066 398-418.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Behavioral Objectives; *Information Utilization; Learning Activities; *Literacy Education; *Reading Comprehension; *Reading Skills; *Reading Strategies; *Vocabulary Skills
IDENTIFIERS- *Workplace Literacy

This guide is intended for use in presenting a 16-hour, 8-session destructiveness: low self-esteem or inwardness; extreme self-hate; and actual impulses toward destruction of the self. Empirical evidence indicates that the latter category, "destruction of the self," may contain primary factors distinguishing actual suicide attempters from those individuals who represent a lesser threat to themselves. Assessing the level and intensity of destructive "voices" may correlate with suicide potential. (Contains 42 references.) (CC)

ED 368 999 CG 025 288

Firestone, Robert W.
Origins of Ethnic Strife.
PUB DATE- 93
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Aggression; Anxiety; *Conflict; Death; Defense Mechanisms; *Ethnic Groups; *Etiology; *Group Behavior; Group Dynamics; Identification (Psychology); Intergroup Relations; Participant Characteristics; Social Psychology; *World Problems

Group identification is a major cause of religious, racial, and international conflict. Many forms of group identification are fantasy bonds, imagined connections with others offering security at the expense of individual self-realization. The fantasy bond forms in childhood in response to inadequate parenting. Human beings are not inherently aggressive, but interpersonal tension in families leads to hostile and defensive behaviors first acted out on family members and later extended to outsiders. These bonds become reinforced as the child becomes aware of death's inevitability. Social systems represent a pooling and projection of individual defense mechanisms into a cultural framework as mores, traditions, and secular religious beliefs. These traditions and beliefs become imaginary survival mechanisms for the individual, a way to deny death's finality. Since they represent immortality, these world views are strongly defended by their adherents, who feel threatened by groups with other beliefs, and will fight to defend their point of view. The outgroup is seen as peculiar, impure, or evil. Outbreaks of violence will continue to be a problem until destructive child-rearing practices and social processes fostering aggression change, and death is accepted as the natural end of life. (Contains 109 references.) (CC)

ED 369 000 CG 025 289

Firestone, Robert W.; And Others
The Mother-Daughter Bond.
PUB DATE- 93
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Coping; *Daughters; Emotional Problems; Individual Development; Life Events; *Mothers; *Parent Child Relationship; Parent Influence; Self Actualization

Understanding the core issues of a woman's relationship with her mother can be beneficial to women striving for a more fulfilling life. Both men and women suffer some degree of damage in their early relationships with one or both parents, and the relationship which appears to have the strongest age, school grade level, and cognitive development literature of the areas, suggesting that there seems to be more cross-cultural commonalities than differences in children's causal attribution for health and illness. Health promotion initiatives should teach children to develop not only a sense of self-responsibility toward their own health, but also a realistic awareness of the factors that affect both health and illness (Contains 7 references.) (RJM)

ED 369 020 CG 025 368

Thompson, James P.; And Others
A Study of Some Psychological Correlates of HIV Positive Veterans.
PUB DATE- 22 Aug 93
NOTE- 10p.; Paper presented at the Annual Convention at the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Homeless People; Social Influences; *Veterans
IDENTIFIERS- Minnesota Multiphasic Personality Inventory; Texas (Houston)

In an effort to compare the psychological characteristics of HIV positive veterans who are homeless with those who are not homeless, the psychological test performances of patients referred to the Veterans Administration Medical Center in Houston, Texas were examined. Investigators analyzed the Minnesota Multiphasic Personality Inventory (MMPI) average scale scores for 20 patients. Statistical comparison of the 9 homeless HIV positive veterans versus the 11 non-homeless HIV positive veterans revealed no significant differences between the two groups, paralleling previous research. Therefore, since this study suggests that the main difference between the non-homeless and the homeless is that the latter have no place to live, professionals and the community need to provide the homeless HIV positive patient with the tools necessary to prevent future episodes of homelessness through assistance in obtaining disability income, substance abuse treatment and aftercare (if applicable), and vocational assistance. (RJM)

ED 369 021 CG 025 369

Douglas, Jonathan J.; Minton, Henry L.
Codependency: Innovation or Status Quo?
PUB DATE- 22 Aug 93
NOTE- 17p.; Paper presented at the Annual Convention of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Battered Women; Family Life; Females; Feminism; Marital Instability; *Social Attitudes; Social Bias; Social Influences; Spouses
IDENTIFIERS- *Codependency

Codependency is a relatively new idea, emerging in the late 1970s within the chemical dependency treatment industry. However, the belief that the wife of the alcoholic is, by definition, disturbed, has been influential in varying degrees since the 1930s. The perennial influence of the codependency hypothesis students. The goal of the practicum was that students express joy in reading and choose to read when given encouragement, choice in reading material, and time to read. Emphasis was placed on looking at the whole child from many different perspectives. Since there is never just one solution to a problem of lack of motivation, the desire was to incorporate many suggestions gleaned from the literature to design a holistic solution to the problem. A club theme was the umbrella under which many other parts of the program developed--parent involvement, self-esteem, writing, and performing. As a result of the practicum, students were reading with renewed interest and expressed this interest to teachers and parents. They responded positively on a reading survey and wrote positive remarks in their journals. (Contains 40 references and two tables of data; appendixes present a reading attitude inventory, a guide to journal response, student-parent contracts, a storytelling guide, reading log sheets, and other material associated with the club theme.) (Author/RS)

ED 369 040   CS 011 658

Shelton, Deborah
Computerized Reading Instruction for Remediating Deficiencies of Slow Learners: Our Forgotten At-Risk Elementary Students.
PUB DATE- 93
NOTE- 54p.; Ed.D. Practicum, Nova University. The appendixes contain broken print.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Computer Assisted Instruction; Grade 3; *High Risk Students; Instructional Effectiveness; *Low Achievement; Primary Education; *Reading Improvement; Reading Skills; *Remedial Reading; Self Esteem; Word Processing
IDENTIFIERS- Reading Motivation

A practicum was designed to remediate reading skill deficiencies of four slow third-grade learners by using computerized instruction. The major goals were to increase instructional reading levels and reading comprehension; to remediate specific reading skill area deficiencies; and to increase collaboration among resource teachers regarding strategy planning and utilization of instructional materials with the slow learners. Pre- and posttests were administered and computerized reading instruction was administered over a 10-week period three times weekly for 45 minutes using the Minnesota Educational Computing Corporation's Writer word processing program. Parents and teachers collaborated to remediate the skill deficiencies of the four students. Books and written checklists were provided for home documentation of daily reading with parents; journal entries were kept as well as pupil logs and checklists regarding mastery of software programs. Analysis of the data revealed that scores were increased in post reading placement tests administered orally, mastery of basal unit raw test scores on specific skill areas increased in eight areas on the Level 8, Unit 3 basal reading test, and by nine skill areas on the Level 8, Unit 4 test. One out of four students increased the raw score for reading comprehension by 10 points. Collaboration increased among teachers and parents, along with motivation and self-esteem among students. (Contains 28 references and four tables of data; four sample student stories and a letter to parents are attached.) (RS)

ED 369 041   CS 011 659

classroom curriculum; continue field trips; and provide additional training and opportunities to share experiences for reading teachers. (Contains three tables and four figures of data; letters of agreement between CAC teachers and classroom teacher, staff survey results, ratings of ways in which arts education affects student performance, staff ratings of the importance of arts education, and CAC student survey results are attached.) (RS)

ED 369 060 CS 011 678

Johnson, Lory, Comp.; And Others
Annotated Bibliography for Lower Elementary Reading : A Suggested Bibliography for Students Grades K-3.
PUB DATE- 90
NOTE- 74p.; For other bibliographies in this series, see CS 011 679-681.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Childrens Literature; Drama; Elementary School Students; Fiction; Folk Culture; Nonfiction; Poetry; Primary Education; *Reading Material Selection; *Recreational Reading
IDENTIFIERS- Iowa

Designed to expose young readers to a wide variety of literary genres, this annotated bibliography provides a list of over 700 recently published children's literature selections representative of the universal themes in literature. Selections are divided into sections of folklore, drama, poetry, non-fiction, and fiction (the most extensive). The annotated bibliography is designed to assist teachers and students in improving the breadth and quality of reading in Iowa's lower elementary grades. Many of the titles in the annotated bibliography were published in the 1980s. (RS)

ED 369 061 CS 011 679

Johnson, Lory, Comp.; Buckingham, Betty Jo, Comp.
Annotated Bibliography for Upper Elementary Reading: A Suggested Bibliography for Students Grades 3-6.
PUB DATE- 93
NOTE- 151p.; For other bibliographies in this series, see CS 011 678-681.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Childrens Literature; Drama; Elementary School Students; Fiction; Folk Culture; Intermediate Grades; Nonfiction; Poetry; Primary Education; *Reading Material Selection; *Recreational Reading
IDENTIFIERS- Iowa

Designed to expose young readers to a wide variety of literary genres, this annotated bibliography provides a list of over 500 recently published children's literature selections representative of the universal themes in literature. Selections are divided into sections of folklore, drama, poetry, non-fiction, and fiction (the most extensive). The annotated bibliography is designed to assist teachers and students in improving the breadth and quality of reading in Iowa's upper elementary grades. Many of the titles in the annotated bibliography were published in the 1980s. (RS)

ED 369 062 CS 011 680

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Analysis; *English Departments; Higher Education; *Rhetoric; Teaching Methods; Theory Practice Relationship; Writing (Composition); *Writing Instruction; Writing Processes; *Writing Teachers
IDENTIFIERS- Classical Rhetoric; *Composition Theory; Controversy; Departmental Politics; Process Approach (Writing)

Writing teachers and theorists face political and pedagogical dangers because of their increasing tendency to align themselves against each other on the side of either rhetoric or composition. As the differences between the two schools widens, writing teachers stand to lose political ground in English departments and their students stand to lose the benefits of a balanced approach to writing. To borrow the terms of Walter H. Beale, the "The Second Rhetorical Awakening," presently in process, is obscuring the advances of the "The First Rhetorical Awakening," which occurred during the mid sixties around the time of Edward P. J. Corbett's "Classical Rhetoric for the Modern Student" (1965). While the first wave of rhetorical awareness reminded teachers that writing is a culturally conditioned practice, growing out of a need to address a particular audience, recent discussion of composition pedagogy emphasizes process to the exclusion of concerns about audience and purpose. According to David Blakesley, composition pedagogy carries an ideological edge in its emphasis on sincerity or authenticity, which encourages a carefully mannered, plain style like that of E. B. White. The insights of composition pedagogy should not be lost; nevertheless the means of writing should not take precedence over its ends. (Contains 10 references.) (TB)

ED 369 081 CS 214 279

Walsh, S. M.
Making Routine Letters Have Positive Effects.
PUB DATE- 10 Mar 94
NOTE- 12p.; Paper presented at the Annual Spring Conference of the National Council of Teachers of English (Portland, OR, March 10-12, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Audience Awareness; *Business Communication; Business Education; Electronic Mail; Higher Education; Language Usage; *Letters (Correspondence); *Persuasive Discourse; *Technical Writing; *Writing Skills; Writing Strategies
IDENTIFIERS- *Communication Behavior; Professional Concerns

While few business people dispute the importance of carefully crafting persuasive, demanding, conciliatory, and bad-news letters, the regular flow of routine communications receives very little meaningful consideration or scrutiny. These routine communications (letters, inquiries, requests, collection letters, complaints, confirmations, acknowledgments, adjustments, invitations, reminders and replies) may seem trivial and of minor importance unto themselves, but they often form the basic impression that customers and others have of an individual and his or her organization. Such communication needs to possess certain qualities if they are to accomplish the task at hand while also influencing future sales positively. Courtesy is critical. Proper use of English is a must. Business communication education should focus on the teachers enrolled in writing classes may discover practical topics for research papers through their communication with elementary school teachers. By researching topics suggested by professionals on the job, preservice teachers have a sense of writing for an audience and researching a subject of importance. (TB)

ED 369 099 CS 214 302

Reeves, Carol
Students as Satirists: Encouraging Critique and Comic Release.
PUB DATE- Mar 94
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College English; College Freshmen; Discourse Analysis; *Freshman Composition; Higher Education; Literary Styles; Parody; Rhetorical Criticism; *Satire; *Writing Assignments
IDENTIFIERS- *Academic Discourse; *Writing Development

Satirical writing offers a means of encouraging students to criticize those forms of victimization and inequality that trouble them most without that overt, dogmatic indoctrination of a political agenda that many would consider an anathema to democratic teaching. The indirect, satirical jab provides students with an intellectually challenging and enjoyable means of critique. Nevertheless, academics do not often encourage young writers in freshman composition to be indirect, playful, and ironic because they must teach them the norms of institutional life. Asking students to take a few satirical jabs at "the discourse of our community" enables insider knowledge as well as healthy critique of the academic's peculiar language and habits of mind. Giving students the chance to satirize textbook language and attitudes or the rigidity of the thesis-driven essay heightens their awareness of rhetorical rules and strategies governing different forms of discourse. Assignments can be based on well-known works, using imitation, irony, parody or burlesque, and allowing students to stretch stylistically. Other assignments in satirical writing could ask students to choose one of several assigned satires (e.g., Robert Burton's "Anatomy of Melancholy") and plug in their own subjects. (TB)

ED 369 100 CS 214 304

Smith, Robert L.
Teachers Collaboratively Writing about Their Curricular Activism.
PUB DATE- Dec 93
NOTE- 19p.; Paper presented at the Annual Meeting of the National Reading Conference (43rd, Charleston, SC, December 1-4, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Conferences; *Cooperation; Curriculum Development; Discourse Analysis; Elementary Education; *Professional Development; Teacher Attitudes; *Teacher Behavior; *Teacher Improvement; Writing (Composition)
IDENTIFIERS- Active Teaching Behaviors; *Collaborative Writing; Michigan

ED 369 119 CS 508 557

Nordenstreng, Kaarle, Ed.; Kleinwachter, Wolfgang, Ed.
CSCE and Information: Proceedings of a Seminar of Experts (Tampere, Finland, April 24-27, 1992). Publications Series B 36/1992.
PUB DATE- 92
NOTE- 183p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Civil Liberties; Foreign Countries; *Government Role; Higher Education; Information Sources; *Legislation; *Mass Media; *Mass Media Role; Media Research
IDENTIFIERS- Europe; Glasnost; Global Change; *Media Government Relationship; Perestroika; Rumania; Russia; USSR

This report provides the proceedings of an expert seminar, held during the preparatory meeting of the Conference on Security and Co-operation in Europe (CSCE) summit, which was designed to contribute to the new media orientation of the CSCE. The proceedings notes that the main media issue in the 1990s is no longer to legitimize freedom over censorship but to guarantee that the mass media will actually serve the citizen's right to communicate as prescribed by Article 19 of the Universal Declaration of Human Rights. Papers in the proceedings are: (1) "The Human Right to Communicate in a Civil Society" (Cees Hamelink); (2) "From Governmental Regulation to Market Regulation: Press Law and the Meaning of Article 10 of the European Human Rights Convention" (Dirk Vorhoof); (3) "Old Problems in a New Environment: Broadcasting Legislation in Eastern Europe and the Republics of the Former Soviet Union" (Wolfgang Kleinwachter); (4) "New Freedoms--Old Problems? The Role of Journalists in Times of Change" (Colin Sparks); (5) "Subject, Object or Equal Participant? In Search of a Realistic Goal of Communication Democratization in Poland" (Karol Jakubowicz); (6) "Russia: Is Law on the Press Still Pressed by 'Sandwich Law'?" (Yassen Zassoursky); (7) "From Perestroika and Glasnost to Independent Media? A Russian Perspective" (Yuri Baturin and Yegor Kouznetsov); (8) "The Role of Audience in the Present-Day Media Situation: The Case of Estonia" (Halliki Harro); (9) "One Step Forward and Two Steps Back? The Romanian Broadcasting Law" (Cristian Constantinescu); (10) "The Council of Europe and the CSCE Process in the Area of Information Policy" (Lawrence Early); (11) "The Development of Media Cooperation between European Countries" (George Wedell); and (12) "Framework, Structures and Mechanisms" (Bernard Blin). Excerpts from the Helsinki CSCE document, other key CSCE documents, documentation of the seminar, and a summary report of the Round Table on Media Law in Europe are attached. (RS)

ED 369 120 CS 508 558

Farmer, Bruce W.
Evaluation of Communication Training Effectiveness in the Workplace: A Case Study.
PUB DATE- Feb 94
NOTE- 24p.; Paper presented at the Annual Meeting of the Western States Communication Association (San Jose, CA, February 23-27, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

inquiry that allows everyone in the school to test ideas about how to change the way they work so that the school as a whole benefits. Before implementing the TQM system educators will find it helpful to do a self-assessment using the Baldrige criteria. The Baldrige criteria are designed to bring about quality improvement of the entire system and enable the identification of all the independent pieces that fit together. These criteria describe the behaviors that exist in any organization that accomplishes quality results. They are: leadership; information and analysis; strategic quality planning; human resource development and management; management of process quality; quality and operational results; and customer focus and satisfaction. These criteria, provide a framework for TQM learning. The worksheets necessary for conducting the assessment using Baldrige criteria are included. (KDP)

ED 369 139 EA 025 669

National Educational Goals: Can They Lead Schools to Real Reform? Noteworthy Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Economic Impact; *Educational Change; *Educational Improvement; Elementary Secondary Education; Graduation; School Readiness
IDENTIFIERS- *National Education Goals 1990

In February 1990, the nation's governors adopted a set of goals designed to shape education reform efforts for the 1990s. The six goals address such pressing national education issues as early childhood education; school completion; student achievement and citizenship; math and science; literacy and lifelong learning; and safe, disciplined, and drug-free schools. They propose specific, obtainable objectives designed to enable schools to equip young people with skills needed to compete in the international marketplace. Featured are the observations and recommendations of the Mid-continent Regional Education Laboratory staff members, each of whom have a special interest and expertise in one of the six national goals. This document is divided into six sections, each of which is an article addressing one of the six national education goals. The articles discuss what actions need to be taken in order to achieve the various goals by the year 2000. Also included in this document is a summary of the objectives the Mid-continent Regional Education Laboratory staff members have for the goals they addressed. (KDP)

ED 369 140 EA 025 671

Reynolds, Larry J.
A Practical Guide to Effective Site-Based Management.
PUB DATE- 93
NOTE- 208p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

PUB DATE- 18 Feb 94
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Discipline; *Drug Abuse; Elementary Secondary Education; Federal Government; Government Publications; *Government Role; *Public Schools; *School Security; *Violence
IDENTIFIERS- *National Education Goals 1990

The sixth National Education Goal is to make every school in America free of drugs and violence and offer a disciplined environment for learning. Crime, violence, and discipline problems in public schools are increasing public concerns. Although it is difficult to assess the extent of these problems in public schools, reports suggest the situation is worsening. A National School Boards Association survey found that 82 percent of responding school districts said violence had increased at their schools over the past 5 years. A small percentage of uppergrade students regularly carry a weapon to school. Many teachers also reported having been physically attacked, threatened with injury, or verbally abused by students in school. Over the past several decades, Congress has responded to increasing concerns over school safety and youth violence. In the 1970s, Congress held numerous hearings and commissioned studies on the issues. In the 1980s, Congress was concerned over the drug use and classroom discipline issues, and continued to be concerned over these issues into the 1990s. The 102d and 103d Congresses have enacted a number of bills that support education and work to reduce violence, promote safety, and help schools achieve the sixth National Education Goal. (JPT)

ED 369 160 EA 025 766

Highett, Neville
Best Practices Statements for School and Systemic Development.
PUB DATE- Jan 94
NOTE- 20p.; Paper prepared for the Annual Meeting of the International Congress for School Effectiveness and Improvement (7th, Melbourne, Victoria, Australia, January 3-6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Assessment; Elementary Secondary Education; *Evaluation Criteria; Foreign Countries; Program Effectiveness; Public Schools; *School Effectiveness; Teacher Effectiveness
IDENTIFIERS- *Australia (New South Wales)

The Quality Assurance Directorate of the New South Wales (Australia) Department of School Education is developing a series of Best Practices descriptor statements to help define discussions on school development. A wide range of performance indicators are being discussed among educators worldwide. Reporting of performance indicators needs to be seen within the context of decentralized decision making. In Australian states and territories, schools are expected to get closer to their community but still implement systemic reforms of the state. Teacher effectiveness plays a large part in the accountability questions that arise from the conflict between devolution and localized decision making. Improving learning organizations depends on a common vision of education and an engaged staff. Performance indicators are an important part of assessing must serve. New assistant principals must understand the transition to an administrative position, talk with other administrators, urge more realistic expectations for new principals, and engage in new administrator programs. (Contains 76 references.) (JPT)

ED 369 180   EA 025 805

Epstein, Debbie
Changing Classroom Cultures: Anti-Racism, Politics and Schools.
PUB DATE- 93
NOTE- 168p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Multicultural Education; *Politics of Education; *Racial Attitudes; *Racial Bias; Racial Relations
IDENTIFIERS- *England

Schools are developing effective forms of antiracist education and finding ways to empower minorities. This book examines possible strategies for antiracism education in England, particularly in predominantly white primary schools, and the macro- and micro-political factors influencing their development. Case studies of schools and teaching approaches are examined as well as a discussion of the relationships between practice and theory in antiracism education. Chapter 1 outlines the approach and goals of the book and the background and orientation of the author. Chapter 2, "Themes and Issues," concerns the theoretical understandings in the discussion of antiracist change and the classroom. Included are a discussion of power and social relationships and a section on antiracist education. Chapter 3, "The New Right," explores the impact of national and local politics on antiracist change in education. Chapter 4, "Political Debate?" examines the Labour movement and the impact of the rise of the Conservative Party in the 1980s. Chapter 5, "Micro-Politics, Collaborative Teaching and School Change," develops a framework for examining school change and includes three case studies. Chapter 6, "'Child-Centered' and Anti-Racist Education," discusses the history and origins of child-centered education and anti-racist education. The final chapter is "Working with Children." An index is included. (Contains 270 references.) (JPT)

ED 369 181   EA 025 807

Guskey, Thomas R.
Professional Development in Education: In Search of the Optimal Mix.
PUB DATE- Apr 94
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; Elementary Secondary Education; *Faculty Development; Professional Continuing Education; *Professional Development; *Program Effectiveness; Public

ED 369 199 EC 302 926

Rosenkoetter, Sharon; And Others
The ACCK Preservice Early Intervention Project. Final Report.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- 4 Nov 93
NOTE- 156p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Consortia; *Disabilities; *Early Intervention; Federal Programs; Higher Education; Infants; Interdisciplinary Approach; *Personnel Needs; Preschool Education; *Preservice Teacher Education; Program Development; *Rural Education; Special Education; Student Recruitment; Toddlers
IDENTIFIERS- *Associated Colleges of Central Kansas; Kansas

The Preservice Early Intervention Project of the Associated Colleges of Central Kansas (ACCK) was designed to recruit highly promising students into the preservice specialization in Early Childhood Special Education and to give them competencies from multiple disciplines to appropriately serve infants/toddlers with disabilities or developmental delay and their families. The project is helping to address the severe shortage of early intervention personnel for infants and toddlers in rural Kansas. The project developed improved practicum experiences to prepare students for the variety of roles and service delivery models they will fill as interventionists; integrated competencies related to consultation, transdisciplinary team collaboration, family empowerment, family service coordination, atypical human development, service delivery, and transition planning; and participated in systems for cooperative planning. This report describes the context and goal of the project, conceptual framework, accomplishments, challenges encountered, and impact and dissemination. Appendices provide a copy of a recruitment brochure, stipend procedures, a brochure about early intervention seminars offered, syllabi for courses offered, and vitae of project personnel. (Contains 32 references.) (JDD)

ED 369 200 EC 302 928

Fascilla, Paula, Ed.; And Others
The Reform Movement: Where Do Gifted Students Fit?
PUB DATE- Aug 91
NOTE- 47p.; The document is a product of the Gifted Leadership Conference (1991) sponsored by the Washington Association of Educators of the Talented and Gifted and the Washington Council for Honors and Advanced Placement.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academically Gifted; Cooperative Learning; *Educational Change; Educational Philosophy; *Educational Trends; Elementary Secondary Education; *Gifted; Grouping (Instructional Purposes); Homogeneous Grouping; Integrated Curriculum; Middle Schools; Outcomes of Education; School Based Management; School Business Relationship; School Restructuring; Trend Analysis; Underachievement

Handicapped Education Program NY

This report presents the findings of the New York State Comptroller's audit of the Education Department's management and oversight of the Preschool Handicapped Education Program. The audit notes a 68 percent increase (to $298 million) in costs during 1990-91 over the previous year, most of which is attributed to the 55 percent increase in the number of children enrolled. Other factors identified as contributing to rising costs included: broad definitions of certain handicapping conditions, especially "speech impaired"; too much subjectivity in the child evaluation process; too much use of the more expensive center-based programs rather than itinerant services; many local Committees on Preschool Special Education (CPSE) that do not possess adequate professional expertise and rely on parent-selected private evaluators (who are also often program providers); and the need for formal objectives and performance measures for the program. This report includes introductory material on the audit background, scope, objectives, methodology, and internal control; discussion of program design and implementation; consideration of the effectiveness of CPSEs; and conclusions regarding the effectiveness and cost of the program and individual providers. Two exhibits present: (1) a summary of children enrolled in the program by condition for 1989-90 through 1991-92; and (2) estimation of potential cost savings with increased use of itinerant services. Comments of Department officials are appended. (DB)

ED 369 218 EC 302 948

Akers, Adrienne L.; And Others
Multi-Agency Project for Preschoolers (MAPPS) Outreach. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE- 23 Feb 94
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; Delivery Systems; Demonstration Programs; Developmental Programs; *Disabilities; *Family Programs; *Inservice Education; Models; Outreach Programs; Preschool Curriculum; Preschool Education; *Technical Assistance; Validated Programs
IDENTIFIERS- *Multi Agency Project for Preschoolers; *National Diffusion Network Programs

This final report describes the Multi-Agency Project for Preschoolers (MAPPS), a project recognized as exemplary by the National Diffusion Network of the U.S. Department of Education. The Project's primary purpose was to assist states (Utah, Idaho, and Wyoming) in addressing the needs of infants and preschool children with handicaps and their families. The outreach model utilized a flexible model of training and technical assistance and a core developmental curriculum, the Curriculum and Monitoring System (CAMS). The Project stressed a child-centered focus for growth and development and a family-centered service delivery approach. This report provides information on MAPPS goals and objectives, its conceptual framework, the MAPPS Model (including the demonstration and outreach models and project objectives/timeline for 1992-1993), evaluation findings, impact, and future activities. Extensive appendices include: the MAPPS Needs Assessment instrument; examples of training and technical assistance evaluations;

card and birth certificate). Workshops for parents and students and home visits comprised the parent support component. Project dissemination has included the instructional curriculum, other publications, and inservice training activities. The curriculum is now being taught in over 15 San Diego classrooms. (DB)

ED 369 236 EC 302 967

Baggett, David
An Individual Career Plan for Students with Disabilities in Higher Education.
PUB DATE- 4 Oct 93
NOTE- 18p.; Paper presented at the Annual International Conference of the Council for Exceptional Children/Division on Career Development and Transition (7th, Albuquerque, NM, October 4, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Exploration; *Career Planning; College Students; *Disabilities; Experiential Learning; Goal Orientation; Higher Education; *Individualized Programs; Personal Autonomy; Recordkeeping; *Records (Forms); *Self Determination; Self Evaluation (Individuals); Student Educational Objectives
IDENTIFIERS- *Individualized Career Plans; *University of Massachusetts Amherst

This paper describes the use of the Individual Career Plan (ICP) with students having disabilities at the University of Massachusetts (UMASS) at Amherst. The ICP is a career development tool that encourages self-determination. First, a summary of the barriers to career achievement for students with disabilities in higher education is presented. The key concept of self-determination is discussed as the focus of the theoretical framework of the ICP model. This model concentrates on involving students in the process of career planning activities that will facilitate the development of a career goal and the preparation necessary for achieving that goal. At UMASS, the ICP process is begun by the disability service provider but often involves case managers, academic advisors, career counselors, and faculty. The ICP may be used weekly, monthly, each semester, or annually. Using the ICP as a guide, the student learns to evaluate his/her skills, explore careers, and utilize experiential learning opportunities. An attached sample ICP encourages recording of information concerning: career goal, counselor information, history of academic major, counseling services utilized, career center activities participated in, work history, job-related skills, extracurricular activities, volunteer activities, and accommodations needed. (DB)

ED 369 237 EC 302 968

Greenberg, Mark T.; Kusche, Carol A.
Promoting Social and Emotional Development in Deaf Children. The PATHS Project.
PUB DATE- 93
NOTE- 250p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)

assessment of progress; enjoyable activities and materials such as games, films, magazines; contact with other students; and independence from teacher-controlled activities. A survey of students at the school found that some students did not know what a self-study center was; some were not used to the idea of self-study; and some thought it was only for weak or remedial students. Even some teachers were not aware of the self-study center's purpose and operation. To effectively implement a self-study center, program administrators need to conduct teacher and student workshops to make both groups aware of the existence, purpose, operation, and goals of the center. (MDM)

ED 369 256 FL 021 809

King, S. Carl, Ed.; Torres, Sixto E., Ed.
Proceedings of the Clemson Conference on Language and International Trade (Clemson, South Carolina, March 9-11, 1989).
PUB DATE- Mar 89
NOTE- 128p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Business Communication; Business Education; Federal Aid; German; Higher Education; International Education; *International Programs; *International Trade; *Languages for Special Purposes; Program Descriptions; Program Development; *Second Language Instruction
IDENTIFIERS- *Clemson University SC; Eastern Michigan University; Georgia State University; Southern Illinois University

Eleven papers cover the Language and International Trade Program at Clemson University, similar foreign language programs at other universities, and the role of government funding in the development of such programs. The papers include the following: (1) "The Language and International Trade Program at Clemson University: Remarks on Program Impact and Administration" (S. Carl King); (2) "Business German in Theory and Practice: The Program at Georgia State University" (Bettina F. Cothran); (3) "From Language and International Trade to the World College: A Brief Overview of Successful International Program Development at Eastern Michigan University" (Ray Schaub); (4) "Language and Engineering: The Next Step" (John Grandin); (5) "Foreign Language and International Trade at Southern Illinois University" (E. F. Timpe); (6) "A Business College Perspective on Language and International Trade Programs" (Gregory P. White); (7) "The Language and International Trade Internship Program at Clemson University: The Vision and the Realty" (Edwin P. Arnold); (8) "Federal Grants: Comments from a Program Officer" (Stanley Patterson); (9) "Program Development and Implementation: The Language and International Trade Program at Clemson University" (Patricia W. Wannamaker); (10) "Land-Grant University Curriculum Model which Combines the Technical and Humanistic Elements of an Undergraduate Education into a Meaningful Whole" (Patricia W. Wannamaker); and (11) "Federal Funding for Language and International Programs" (Helene Scher). (MDM)

ED 369 257 FL 021 868

Go, Alice S.
Prewriting Activities: Focus on the Process of Writing.
PUB DATE- 15 Feb 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Development; *Language Teachers; *Program Administration; Second Language Instruction; *Second Language Programs; *Teacher Education

It is proposed that the training of teachers of English as a Second Language (ESL) who anticipate long careers in the field should include a program management training component in addition to traditional pedagogical components. In this approach, management of an ESL program is conceptualized as human resource management, including physical resources such as classrooms and materials, and the human resources of students, faculty, and administrative staff. Focus of the current discussion is on the human resources aspect of program administration, and on the interrelationships between decision-making and resource management. Basic considerations in student resource management examined here include recruitment, admissions, orientation/advising, and alumni relations. Faculty development considerations include structuring of staffing needs, matching hiring decisions with organizational needs, and provision of ongoing professional development opportunities. Issues in administrative resource development include promotion of technical, human, and conceptual skills in administrative staff at all levels. (MSE)

ED 369 278 FL 022 027

Hayes, David
Teachers as Trainers.
PUB DATE- 92
NOTE- 28p.; In: Sadtono, Eugenius, Ed. Language Teacher Education in a Fast-Changing World. Anthology Series 29; see FL 022 023.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *English (Second Language); Foreign Countries; Higher Education; *Inservice Teacher Education; *Language Teachers; Program Descriptions; Questionnaires; Secondary Education; *Secondary School Teachers; Second Language Instruction; *Teacher Educator Education
IDENTIFIERS- *Thailand

A Thai inservice training program for secondary school teachers of English as a Second Language is discussed, focusing on the skills needed by trainers to provide effective collaborative instruction to teachers. The training is provided at specialized regional centers. Staff (n=22) at these centers were surveyed concerning the training skills they felt necessary to be successful trainers, those they felt they possessed, and those they required training in. Subsequently, the design of a program to train these teacher educators is examined. Program aspects considered include teaching methods, instructional materials, and course format and content as they relate to the practical needs of regional teacher training center staff. A suggested teacher educator training curriculum is outlined. The questionnaire used in the initial survey is appended. (MSE)

ED 369 279 FL 022 028

Saraswathi, V.
Coping with Teacher Resistance: Insights from INSET Programmes.
PUB DATE- 92
NOTE- 15p.; In: Sadtono, Eugenius, Ed. Language Teacher Education in a Fast-Changing World. Anthology Series 29; see FL 022 023.
LANGUAGE- English

according to the topic, level, and specific objectives it seeks to accomplish. Suggestions are given as to how the activities can be tested, implemented, or varied for use at the elementary, secondary, and college level. Recommendations for adapting textbooks to the oral proficiency approach and a repertoire of general strategies for facilitating listening and speaking skills are also included. (MDM)

ED 369 299 FL 022 089

Teaching for Oral Proficiency in French: A Teacher's Manual To Accompany Foreign Language Master Curriculum.
PUB DATE- Jan 93
NOTE- 48p.; For related documents, see FL 022 087-090, and ED 278 256.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Elementary Secondary Education; FLES; *French; Group Activities; *Language Proficiency; *Mastery Learning; *Oral Language; *Second Language Instruction; Second Language Programs; State Curriculum Guides; Teaching Methods
IDENTIFIERS- Utah

This manual presents activities designed to encourage speaking in elementary and secondary school French language classes at the novice and intermediate proficiency levels. Following guidelines outlined in the Utah "Foreign Language Mastery Curriculum Guide," each of the activities is identified according to the topic, level, and specific objectives it seeks to accomplish. Suggestions for adapting textbooks to the oral proficiency approach are also included. (Contains 15 references.) (MDM)

ED 369 300 FL 022 090

Teaching for Oral Proficiency in Spanish: A Teacher's Manual To Accompany Foreign Language Master Curriculum.
PUB DATE- Jan 93
NOTE- 88p.; For related documents, see FL 022 087-089, and ED 278 256.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Elementary Secondary Education; FLES; Group Activities; Higher Education; *Language Proficiency; *Mastery Learning; *Oral Language; *Second Language Instruction; Second Language Programs; *Spanish; State Curriculum Guides; Teaching Methods
IDENTIFIERS- Utah

This manual presents activities designed to encourage speaking in elementary and secondary school Spanish language classes at the novice and intermediate proficiency levels. Following guidelines outlined in the Utah "Foreign Language Mastery Curriculum Guide," each of the activities is identified according to the topic, level, and specific objectives it seeks to accomplish. Suggestions are given as to how the activities can be tested, implemented, or varied for use at the elementary, secondary, and college level. (MDM)

ED 369 301 FL 022 092

the risk of social irrelevance. Part I contains three essays on 19th century origins of academic culture. The are: "The Cultures of Intellectual Life: The City and the Professions"; "Science and the Culture of American Communities"; and "The Erosin of Public Culture: Cities, Discourses, and Professional Disciplines." Part II focuses on 20th century patterns, in four essays: "E.R.A. Seligman and the Vocation of Social Science," "The Emergence of the New York Intellectuals: Modernism, Cosmopolitanism, and Nationalism," "The Historian and Public Life: Charles A. Beard and the City," and "Lionel Trilling and American Culture." A final essay is titled "Academic Knowledge and Political Democracy in the Age of the University." An epilogue concludes the volume. (Reference notes accompany each essay.) (JDD)

ED 369 319 HE 027 357

Woodbury, Jacqueline
A Love/Hate Relationship: Dissertation Topic to Doctoral Committee.
PUB DATE- 12 Nov 93
NOTE- 11p.; Paper presented at the Annual Convention of the Mid-South Educational Research Association (New Orleans, LA, November 12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Advising; *Advisory Committees; *Doctoral Dissertations; Graduate Study; Higher Education; Mentors; *Selection; *Student Research

This paper outlines the steps involved in developing a dissertation topic and selecting a Dissertation Committee. It suggests that students assess their personal interest in the topic and their technical competence to complete the research required. A checklist of topic feasibility and appropriateness, developed by J. Mauch and J. Birch, is presented. Guidelines for choosing members of the Dissertation Committee are discussed, emphasizing the importance of selecting professors who have prior school experience, exemplary doctoral training, the respect of their colleagues, and recently completed scholarly research. The value of developing a mentor relationship with the major professor is stressed. (Contains 11 references.) (JDD)

ED 369 320 HE 027 358

Rafferty, Cathleen D.
Promoting Multi-Site Collaborative Inquiry: Initial Efforts and Challenges.
PUB DATE- 4 Apr 94
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Action Research; Adult Development; *College School Cooperation; Cooperative Programs; Elementary Secondary Education; Group Dynamics; Higher Education; Inquiry; *Partnerships in Education; *Program Implementation; Theory Practice Relationship; Universities
IDENTIFIERS- *Indiana State University

the six goals were formulated. (MN)

ED 368 862 CE 065 783

Sherritt, Caroline
Cooperative Learning for ABE and ESL Classes: Getting Started.
PUB DATE- 15 Mar 94
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; *Cooperative Learning; Curriculum Development; *English (Second Language); Group Activities; Group Dynamics; Grouping (Instructional Purposes); Program Development; *Program Implementation; Second Language Instruction

With philosophic and theoretical emphases on group learning and individual empowerment, adult education is ideally suited for cooperative learning, particularly in areas such as adult basic education and English as a second language where learners are culturally, linguistically, and academically diverse. Small group learning, with its attendant problems, is often called cooperative. Lacking the essential elements of cooperative learning, such practice usually fails, leading facilitators and learners alike to complain that cooperative learning does not work. To be effective, cooperative learning must contain six elements: individual accountability, group learning and processing goals, group rewards, assigned roles, and well-defined evaluation criteria. (Sample cooperative learning lesson plans are provided on three topics: cultural plurality, community social services, and biology.) (YLB)

ED 368 863 CE 065 833

By Women/For Women: A Beginning Dialogue on Women and Literacy in the United States.
PUB DATE- 93
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Adult Basic Education; Adult Literacy; Basic Skills; Educational Discrimination; *Females; *Literacy Education; Needs Assessment; Nondiscriminatory Education; Sex Discrimination; Sex Fairness; *Womens Education

In March 1993, Laubach Literacy Action (LLA) convened a nine-member women's focus group to identify barriers and issues that make it difficult for a woman to achieve her literacy goals. Six new readers and three program administrators participated. A brainstorming session identified an initial set of issues and/or barriers to women who want to improve their literacy skills: child care, transportation, women's work, violence, male attitudes, attitudes of family and friends, culture and tradition, class differences, self-esteem, fear of change, and isolation. The importance of recognizing special needs was also addressed. Women were identified as differing in literacy needs, age, geographical location, race, and marital status. LLA recommended that the following actions be taken by organizations that provide services and resources to women: provide child care and transportation; encourage critical reflection as part of literacy instruction; compensate for school experiences; promote research on women, for women, by

On the Write Track. A 353 Special Project. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- Jun 93
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Creative Works (Literary and Dramatic) (030),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Basic Education; *Adult Students; *Creative Writing; *Student Developed Materials; Writing Instruction; Writing Skills
IDENTIFIERS- 353 Project

The primary goal of a project was to encourage students in adult basic education, General Educational Development, and English as a second language to express their thoughts and feelings through writing. Its objectives were to collect and publish exemplary student writings from adult education programs throughout the state of Pennsylvania and to empower adult education students by providing a vehicle for the public recognition of student writing. At least one piece was included from each of the more than 150 students who submitted writing to the publication. The final evaluation consisted of including an evaluation form with each copy of "Emerging Voices." (A copy of the adult education anthology is included. Contents include the following: poetry; a short story; a piece of writing to which an entire class contributed; and writing on these topics: travels throughout the world, letters to Mr. Clinton, Thanksgiving thoughts, and autobiographical writings. An author and title index is provided. The evaluation form is also included.) (YLB)

ED 368 883 CE 066 036

Participatory Staff Development: Lessons from Peers. Special Demonstration Project. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 30 Jun 93
NOTE- 132p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; Basic Skills; Family Violence; Individualized Instruction; *Inservice Teacher Education; Learner Controlled Instruction; *Literacy Education; Mathematics Instruction; *Media Selection; Needs Assessment; Peer Teaching; Problem Solving; Program Development; *Reading Comprehension; *Staff Development; Thinking Skills; *Tutors; *Womens Education; Workshops
IDENTIFIERS- 353 Project

Staff development workshops for teachers, tutors, and supervisors were conducted at the Lutheran Settlement House Women's Program. Staff and teachers were surveyed to ascertain staff development needs. Workshops were unique in that they were presented by peer teachers and supervisory staff of the program and invited all participants to share ideas and experiences. Topics of workshops included the following: assessing student needs and choosing appropriate materials for learners; understanding domestic violence and how to address it in the

Educational/Occupational Choices for Special Population Enrollees.
PUB DATE- Dec 93
NOTE- 18p.; Paper presented at the American Vocational Association Convention (Nashville, TN, December 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aptitude Tests; Career Choice; Computer Assisted Instruction; Course Selection (Students); *Disabilities; Educational Diagnosis; Guidelines; High Schools; Interest Inventories; Remedial Instruction; *Student Educational Objectives; *Student Placement; *Systems Approach; Test Interpretation; *Vocational Education
IDENTIFIERS- Career Interest Inventory (Thomas); *Differential Aptitude Test

This document describes the systematic approach used at Philips High School (PHS) in Birmingham, Alabama, to collect, store, and use various diagnostic tools when assisting special population enrollees with choices influencing their educational/occupational goals. It explains how the Differential Aptitude Test (DAT) is used in combination with interest surveys, course selection sheets, other instruments, and input from parents and teachers to recruit students with varied interests, aptitudes, and goals and to place those students in the proper courses and, when necessary, provide them with remedial support through a computer-assisted basic skills program that can be implemented through PHS's vocational education department. The document contains the following materials explaining the PHS program to reinforce educational/occupational choices for special population enrollees: description of the DAT and its components; definitions of the various categories under the heading of special population enrollees; procedures/guidelines for analyzing DAT and Career Interest Inventory results and interpreting DAT/Career Interest Inventory results; available remediation support; a table cross-referencing course offerings, aptitudes, and occupational groups; and sample educational plans developed for three students. (MN)

ED 368 902 CE 066 105

Nickles, Ann; And Others
Core Curriculum. A Workplace Specific Curriculum.
SPONS. AGENCY- South Carolina State Dept. of Education, Columbia. Office of Community Education.
PUB DATE- 90
NOTE- 183p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Accountability; Adult Basic Education; *Basic Skills; Behavioral Objectives; Calculators; *Competency Based Education; Computer Literacy; *Core Curriculum; Fringe Benefits; Handwriting; Industry; Interpersonal Relationship; *Job Skills; Learning Activities; *Literacy Education; Problem Solving; Records (Forms); Taxes; *Teamwork; Wages; Writing Skills
IDENTIFIERS- 353 Project; *Workplace Literacy

This core curriculum is designed for use in helping employees participating in a workplace-specific basic skills program the Self-Directed Learning of Professionals: An Exploration" (Hill); "Processes Involved with Developing Autonomous Learning Competencies" (Baskett); "The Future of Self-Directed Learning as Related to Continuing Professional Education" (Rountree et al.); and "Adapting the Concept of Self-Directed Learning to Islamic Educational Practice" (Kazeem). Most papers include substantial bibliographies. The volume contains 23 tables and 15 figures. (MN)

ED 368 919 CE 066 177

Long, Huey B.; Redding, Terrence R.
Self-Directed Learning Dissertation Abstracts 1966-1991.
PUB DATE- 91
NOTE- 326p.; For related documents, see CE 066 178-179.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Abstracts; *Adult Education; Adult Educators; *Adult Learning; Adult Programs; Annotated Bibliographies; *Doctoral Dissertations; Educational Environment; Educational Equipment; Educational Facilities; Educational Practices; *Educational Research; Educational Trends; Higher Education; *Independent Study; Instructional Materials; Learning Processes; Learning Readiness; Lifelong Learning; Professional Continuing Education; Program Administration; Program Development; *Research Methodology; Research Projects; Student Characteristics; Teaching (Occupation)

This index contains abstracts of 173 doctoral dissertations about the following aspects of adult self-directed learning: program areas of adult education (AE); instructional methods/techniques; institutional sponsors of AE; personnel and staffing in AE; education of particular clientele groups; processes of program planning and administration; adult learning characteristics; learning environments; AE as a profession; and AE materials, devices, and facilities. The following information is provided for each dissertation: the abstract originally provided to "Dissertation Abstracts International," author, title, adviser, school, source, and subject. Also included are the following: an analysis of the abstracts that focuses on the dissertation topics and their distribution, research methodology used, samples by size and characteristics, and instruments; a discussion of chronological milestones in abstracts related to self-directed learning; and instructions for using the index. Appended are a list of abbreviations used; index by institution, research area, type, and description; index by concept, application, and instruments; and author index. (MN)

ED 368 920 CE 066 178

Long, Huey B.; Confessore, Gary J.
Abstracts of Literature in Self-Directed Learning 1966-1982.
PUB DATE- 92
NOTE- 168p.; For related documents, see CE 066 177-179.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Abstracts; Adult Education; *Adult Learning; Annotated Bibliographies; Classroom Techniques; Higher Education; *Independent Study; *Lifelong Learning; Teacher Education; *Teaching Methods

This index joins two companion volumes of books and chapters devoted exclusively or primarily to the topic of self-directed

This document contains summaries of presentations and discussions from five seminars on building a connective system between school and work that took place during Fall 1991, with more than 125 participants. The report is organized to provide both the background materials and the presentations from each session of the seminal series. Each section has four parts: background briefs, representations, participant reactions and discussion, and lists of references. The following presentations are included: "Recent Developments in Preparing Youth for Employment" (James Van Erden; Hilary Pennington); "Approaches from Other Countries on Preparing Youth for Employment" (Margaret Vickers, Stephen Hamilton); "Setting Qualifications for Employment--The Role of Employers and Unions" (Peter Carlivati, George Bliss); "Improving Federal Policies for Youth Employment Training" (Jon Weintraub, Raymond Uhalde, Alan Zuckerman, Patricia McNeil); and "Essential Components of Quality School- and Work-Based Programs for Youth" (Gordon Ambach). (KC)

ED 368 939 CE 066 254

Nicholson, Michael W.
A Study To Determine the Attitudes of Advisors Regarding the Future Direction of the Michigan Association of FHA/HERO. Final Report.
SPONS. AGENCY- Michigan State Board of Education, Lansing.
PUB DATE- 12 Apr 94
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Faculty Advisers; *Home Economics; *Program Improvement; Secondary Education; *Student Organizations; *Teacher Attitudes
IDENTIFIERS- *Future Homemakers of America; *Home Economics Related Occupations; Michigan

A study was conducted to assess the current attitudes and beliefs of advisors to Future Homemakers of America/Home Economics Related Occupations (FHA/HERO) in Michigan and to identify a future direction for the organization. A 51-item survey was developed and mailed to 134 past and present FHA/HERO advisors in the state. The questionnaire consisted of 50 objective items pertaining to school demographics and advisors' attitudes toward certain aspects of the program, and an open-ended item asking respondents to write a response about the future direction of the organization. Sixty questionnaires (45 percent) were returned. Some of the results and conclusions of the survey were the following: (1) a majority of the advisors feel that Michigan FHA/HERO should offer both national and state competitive events during the state conference; (2) a majority of the advisors rated the following services as important or very important (training in developing student leadership skills, training in the skill action/star events program, and technical assistance in establishing or continuing a chapter); (3) a majority of advisors rated networking and professional recognition and satisfaction as important or very important to them; (4) a majority of the advisors rated external incentives such as publicity and awards as important or very important; (5) a majority of the respondents noted concerns in the areas of time limitations, course scheduling conflicts, declining enrollment, and state-mandated curriculum changes; and (6) a majority of the advisors reported time and course conflicts as the leading reasons students do not join records. Five appendixes supply the following: (1) samples of forms and instructions for completing them; (2) a list of USDA Animal and Plant Health Inspection Service area offices; (3) a list of all State Veterinarians; (4) the Standards for Accredited Veterinarians from the Code of Federal Regulations; and (5) various Veterinary Services' memoranda that apply to the Veterinary Accreditation Program. (KC)

ED 368 959 CE 066 320

Coast Guard. Cost for the Naval Academy Preparatory School and Profile of Military Enrollment. Report to the Congressional Committees.
PUB DATE- Apr 94
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Preparation; Cost Estimates; *Expenditure per Student; Higher Education; *Military Schools; Military Training; *Minority Groups; *Outcomes of Education; Program Costs; School Effectiveness; Transitional Programs
IDENTIFIERS- *Coast Guard Academy CT; *Naval Academy Preparatory School RI

The General Accounting Office (GAO) conducted a study for two purposes: (1) to verify how much it costs the Coast Guard to send a student to the Naval Academy Preparatory School in preparation for the Coast Guard Academy and explain what is included in the cost; and (2) to determine to what extent the school is helping the minority profile at the Coast Guard Academy. Data for the study were gathered from Coast Guard records and through discussion with Coast Guard officials about how the Coast Guard budgets and accounts for the preparatory school program's expenses. The study found that, although the Coast Guard reported that its average cost for sending a cadet to the Naval Academy Preparatory School in the 1993-94 academic year was $20,441, the actual cost was about $15,900. The GAO cost finding was lower than the Coast Guard's because, in its calculations, the Coast Guard did not use accurate pay rates and did not consider student dropout rates. The study also found that the Coast Guard's use of the Naval Academy Preparatory School has improved the minority profile at the Coast Guard Academy, which is the primary purpose of the program. Over the past 10 years, on average, 23 (68 percent) of the 34 students who entered the preparatory school each year were minorities. Of these 23 minority students, on average, 15 (65 percent) went on to the Academy. These 15 students represent 39 percent of the total number of minorities entering the Academy in an average year. (KC)

ED 368 960 CE 066 353

Redmann, Donna H., Ed.
AERA Vocational Education Special Interest Group Proceedings. American Educational Research Association Annual Meeting (New Orleans, Louisiana, April 4-8, 1994).
PUB DATE- Apr 94
NOTE- 470p.; For the 1993 conference proceedings, see ED 361 472.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Business Education; Career Development; Disabilities; Educational Improvement; Educational Policy; *Educational Trends; *Education Work Relationship; Higher

reading course designed to develop the workplace literacy skills of persons employed in the manufacturing and service industries. The course is structured so that, upon its completion, students will be able to accomplish the following: use a reading plan to skim, scan, and read materials ranging from labels to detailed instructions and reports; apply strategies for dealing with unfamiliar vocabulary; identify main ideas and supporting details of paragraphs, memos, and reports; research information; use information to take appropriate action; and evaluate results. The instructional materials included in each section cover concepts relevant to manufacturing and service industry employees' existing jobs and strategies for learning other tasks if the opportunity should arise. Each section contains some or all of the following: lists of objectives, session topics, methods, evaluation methods/criteria, and required materials; teacher tips; learning activities/exercises; word lists; and information/tip sheets. (MN)

ED 368 978   CE 066 408

Burt, Lorna
Reading Lab.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 94
NOTE- 57p.; For related documents, see ED 351 578-599 and CE 066 398-418.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; *Basic Writing; *Beginning Reading; Learning Activities; *Literacy Education; Paragraph Composition; Pronouns; Pronunciation; *Remedial Instruction; Sentence Structure; *Spelling; *Verbs
IDENTIFIERS- Workplace Literacy

This guide is intended for use in conducting a reading lab for a broad group of workers ranging from nonreaders to persons reading at a fifth-grade level. Presented first is a course overview that includes the following: information on the course's targeted population, student selection process, and demographics; strategies for adult remediation; diagnostic and instructional materials used; methods used; results of the lab's past use; and comments made by students after completing the course. The remainder of the guide consists of 2 word games and 30 exercises on the following topics: pronunciation rules (pronunciation and spelling, vowel sounds, spelling rules, vowel combination, and dictation); homonyms; complete sentences; basic spelling rules (doubling consonants and words ending in "y"); verbs (regular verbs, subject and verb agreement, plural forms of nouns, irregular verbs, verb tenses, and expressions of time); paragraphs and paragraph writing; and pronouns. (MN)

ED 368 979   CE 066 409

Lewandowski, Carol; Burt, Lorna
Reading and Writing Effectively.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 94
NOTE- 164p.; For related documents, see ED 351 578-599 and CE 066

influence on a woman's life is often her relationship with her mother. Some factors accounting for the ongoing effects of this attachment are the mother's traditional role as primary caretaker, a strong identification between mother and daughter, and the woman's traditional posture of passivity and dependence which tends to be transmitted to her daughter. Despite the daughter's strong desire for love, sexual fulfillment, and a separate identity, she experiences intense feelings of guilt, separation anxiety, and fears of retaliation as she undergoes the process of individuation, thus moving away from her mother. Significant life events, such as marriage, pregnancy, motherhood, and career success tend to manifest regressive trends and anxiety in women which can interfere with their further development. However, understanding the dynamics of maternal ambivalence helps women to work through these developmental crises and has an ameliorative effect on their families. (CC)

ED 369 001   CG 025 290

Kansas Quality Performance Accreditation (QPA): A Resource Guide for Addressing Outcome 8.
PUB DATE- Nov 92
NOTE- 15p.; For a related document, see ED 364 575.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Control; Community Involvement; *Curriculum Design; Educational Assessment; Educational Quality; Elementary Secondary Education; *Global Approach; *Health Education; Institutional Autonomy; Integrated Curriculum; *Public Schools; Students
IDENTIFIERS- Kansas; *Quality Performance Accreditation

This resource guide addresses Outcome 8 of Quality Performance Accreditation (QPA), which was adopted by the Kansas State Board of Education in 1991, to be implemented in all school districts by 1994-95. QPA's stated purpose is to prepare learners to live, learn, and work in a global society. Ten outcomes are identified for schools and communities to use as guidelines in designing their local programs. For Outcome 8, schools and communities are enjoined to ensure that students have the knowledge, skills, and attitudes essential to live a healthy and productive life. Four state indicators of the successful implementation of Outcome 8 are listed. Local schools and communities will assume much of the responsibility for determining what curriculum should be adopted to address Outcome 8, how the results will be measured, and how the results will be used for local school improvement. This resource guide is intended for local school districts and communities. It does not stipulate state requirements or mandates; instead, it provides 16 examples of local indicators that might be adopted for Outcome 8, and suggests several ways of assessing each indicator if it is established. This range of possible options can be adopted, adapted, or rejected at the local level. (CC)

ED 369 002   CG 025 291

Mayton, Daniel M., II
Values Should Be Taught in the Public Schools!
PUB DATE- 21 Aug 93

suggests that it is a social construction which has been influenced by traditional assumptions about gender in our society. Feminist criticisms of codependency theory contend that society demands that women be nurturing, caring, and sensitive to others' needs--the same behaviors viewed in codependency as unhealthy and diseases--and feminists have raised several reproaches related to this view: (1) Systemic family therapy, some feminists declare, treats families as isolated from other social influences and tends to pathologize normative family interactions which have been socially dictated; (2) the Self-Defeating Personality Disorder, which bears diagnostic criteria similar to the Codependent Personality Disorder, implies that women who are battered by their mate are responsible for their own victimization. Recent studies have sought to disassociate codependency with battered women. In an ongoing project, the author of this study will examine codependency definitions, as well as the experiences of codependents, using interviews and other methodologies. (Contains 76 references.) (RJM)

ED 369 022   CG 025 370

Buri, John R.; Dickinson, Kelly A.
Comparison of Familial and Cognitive Factors Associated with Male and Female Self-Esteem.
PUB DATE- May 94
NOTE- 19p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (66th, Chicago, IL, May 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Mapping; College Students; Expectation; Higher Education; *Parent Attitudes; Parent Child Relationship; Self Actualization; *Self Concept; Self Concept Measures; *Self Esteem; *Sex Differences

Studies have indicated that parental authority may or may not modify adolescent self-esteem (SE). This study drew on 343 college students to determine the relationship of adolescents' self-esteem to three familial variables: (1) parental permissiveness; (2) authoritarianism; and (3) authoritativeness, and three cognitive variables: (1) high standards; (2) self-criticism; (3) and overgeneralization. For the cognitive factors, researchers found that nearly 42% of SE variance was linked to overgeneralization. This significant finding suggests that a person's tendency to overgeneralize failure in a specific domain to a more general sense of personal inadequacy has far more implications for SE than either maintaining high standards for one's personal performance or self-criticism. While the variables of parental authoritativeness and authoritarianism were predictive of SE, accounting for nearly 17% of the variance when excluding cognitive factors, the effects of these familial variables were overshadowed by the cognitive factors. This influence of cognitive variables on SE was particularly pronounced among female respondents. The inclusion of the cognitive domain in this study served to temper a potential overemphasis upon the role of parental authority in SE development. This report includes four tables which present statistical findings. Contains 27 references. (RJM)

ED 369 023   CG 025 371

Zamorano, Wanda Jean
Eighth Grade Reading Improvement with CNN Newsroom and "USA Today."
PUB DATE- 93
NOTE- 67p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Broadcast Television; Grade 8; Junior High Schools; *Low Achievement; Mass Media Use; Newspapers; Readers Theater; *Reading Achievement; *Reading Improvement; *Reading Instruction; Reading Strategies
IDENTIFIERS- *CNN Newsroom; *USA Today

A practicum was designed to improve the reading growth and achievement of 60 eighth-grade students who were one or more years behind grade level by utilizing CNN Newsroom and the "USA Today" newspaper as an integral part of the reading program. Pre- and posttests were administered to measure outcomes. The six areas measured were: (1) word meaning; (2) supporting ideas; (3) summarizing; (4) relationships and outcomes; (5) inferences and generalizations; and (6) point of view, propaganda, and fact/nonfact. In addition to CNN Newsroom and the "USA Today" newspaper, the reading program included Reader's Workshop whereby students read self-selected literature, and Reader's Theater. Analysis of data revealed positive results utilizing CNN Newsroom and the "USA Today" newspaper. Of the 60 students, 34 showed reading gains in two or more reading areas. CNN Newsroom and "USA Today" met the needs of many students. (Contains 27 references and two tables of data; reading assignment sheets, sustained silent reading forms, scoring sheets, and reading inventory are attached.) (Author/RS)

ED 369 042 CS 011 660

Gunter, Dorothy
Introducing Newbery Winners and Honor Books to Hispanic Fourth and Fifth Graders through a Recreational Reading Program.
PUB DATE- 94
NOTE- 78p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Childrens Literature; Grade 4; Grade 5; Intermediate Grades; *Literature Appreciation; Program Effectiveness; Reading Aloud to Others; *Reading Programs; *Recreational Reading; Urban Education
IDENTIFIERS- Hispanic American Students; *Newbery Award; Reading Motivation

A practicum was designed to enhance students' knowledge of well known children's literature that is represented by the Newbery and Newbery Honor Award winning books. One fourth-grade and one fifth-grade class comprised of students reading at or near grade level at a metropolitan school with a nearly 97% Hispanic student population worked within a media specialist once a week. Pre- and post-surveys were developed and implemented. Test questions were developed to ascertain students' familiarity of Newbery titles. Teachers were encouraged to read Newbery titles to their classes. The media specialists "booktalked" several Newbery titles. A special area in the media center was designated to make Newbery books more accessible. An Early Bird Book Club and a Newbery Book Club

Johnson, Lory, Comp.; Buckingham, Betty Jo, Comp.
Annotated Bibliography for Junior High/Middle School Reading: A Suggested Bibliography for 6-9 Students. Revised Edition.
PUB DATE- 92
NOTE- 75p.; For other bibliographies in this series, see CS 011 678-681.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; Annotated Bibliographies; Fiction; Folk Culture; Intermediate Grades; Junior High Schools; Junior High School Students; Middle Schools; Nonfiction; Poetry; *Reading Material Selection; *Recreational Reading
IDENTIFIERS- Iowa; Middle School Students

Designed to expose young readers to a wide variety of literary genres, this annotated bibliography provides a list of over 500 recently published adolescent literature selections representative of the universal themes in literature. Selections are divided into sections of folklore, drama, poetry, non-fiction, and fiction (the most extensive). The annotated bibliography is designed to assist teachers and students in improving the breadth and quality of reading in Iowa's junior high and middle schools. Many of the titles in the annotated bibliography were published in the 1970s and 1980s. (RS)

ED 369 063 CS 011 681

Johnson, Lory, Comp.; Buckingham, Betty Jo, Comp.
Annotated Bibliography for High School Reading: A Suggested Bibliography for 9-12 Students. Revised Edition.
PUB DATE- 92
NOTE- 94p.; For other bibliographies in this series, see CS 011 678-680.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; Annotated Bibliographies; Drama; Fiction; Folk Culture; High Schools; High School Students; Nonfiction; Poetry; *Reading Material Selection; *Recreational Reading
IDENTIFIERS- Iowa

Designed to expose young readers to a wide variety of literary genres, this annotated bibliography provides a list of approximately 700 recently published adolescent literature selections representative of the universal themes in literature. Selections are divided into sections of folklore, drama, poetry, non-fiction, and fiction (the most extensive). The annotated bibliography is designed to assist teachers and students in improving the breadth and quality of reading in Iowa's high schools. Many of the titles in the annotated bibliography were published in the 1980s. (RS)

ED 369 064 CS 011 682

Chambers, Aidan
Tell Me: Children, Reading & Talk.
PUB DATE- 93
NOTE- 130p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

recipient's point of view. Form letters should be employed selectively. Personality should be included in routine communications, and local norms in the use of electronic mail should be respected. Professional business communicators should also use a sensible approach and ask relevant review questions before finalizing a communication. (Contains 29 references.) (RS)

ED 369 082 CS 214 280

Dobler, Judith
Beyond the Formula: Students Becoming Writers.
PUB DATE- Apr 91
NOTE- 14p.; Paper presented at the Mid-Winter Meeting of the Association for Education in Journalism and Mass Communication (Williamsburg, VA, April 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Higher Education; Rhetorical Invention; Student Motivation; *Writing (Composition); *Writing Instruction; *Writing Processes; *Writing Strategies
IDENTIFIERS- Rhetorical Strategies

To become writers, students must see themselves as writers and be treated as writers by their teachers. Students need to find the motivation to go beyond formulas, to grapple with messy, often inchoate ideas, to find their own particular angle of vision. What rhetoricians call "invention" or "discovery" is difficult to pin down. Without a system for invention, student writers just grope about, trying this idea or that word until something interesting comes up. One problem is the assumption that at the same time writers are discovering or inventing, they are also "creating" something new. The only way to give rules for creating something new is after the fact. Writing teachers need to be aware that a middle ground exists between giving students formulas for invention and cutting them adrift in a sea of ideas. Invention comes in several forms, including rhetorical invention and perceptual invention (based in 20th century psychology). Students can be encouraged to use their senses, to explore their own processes of invention, and to compare what they do with what others report. To find motivation to move beyond formulas for invention, students probably need to play seriously--since through playing they can often bridge the gap between motivation and the making of a piece. (A 21-item bibliography for writing instructors, a list of six journals, and a list of seven important names to watch for are attached.) (RS)

ED 369 083 CS 214 281

Suhor, Charles, Comp.
Trends and Issues in English Instruction, 1993--Six Summaries. Summaries of Informal Annual Discussions of the Commissions of the National Council of Teachers of English.
PUB DATE- 93
NOTE- 18p.; For the 1992 report, see ED 344 218; for the 1994 report, see CS 214 282.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum; *Educational Trends; Elementary Secondary Education; *English Instruction; Higher Education;

A study examined the general nature of the teamwork and beliefs of four "activists" (elementary school teachers in southwestern Michigan who were selected on the basis of their joint efforts to influence county-wide writing curriculum). Data included interviews, field notes, and documents gathered during the set-up and running of a Young Author's conference. Results indicated that the teachers engaged each other in the voluntary work so as to maintain a tradition in which curricular reforms could be promoted. Analysis of the teachers' experience indicates cognitive, affective, and social outcomes from the collaborative ventures. Unlike typical veteran teachers' opinions of more conventional staff development activities, the participants' own views on the question of the value of their collaborative experiences were consistently positive. Contains 23 references and 12 notes. A response from Marlene Bruno (one of the teachers) is attached. (RS)

ED 369 101 CS 214 305

Hill, Elaine N.; Whitaker, Elaine E.
The Multicultural E-Mail of High School-College Collaboration.
PUB DATE- Mar 94
NOTE- 6p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; Computer Networks; *Cooperative Learning; *Cultural Context; *Electronic Mail; Higher Education; High Schools; Teacher Role
IDENTIFIERS- Internet; School Culture

A collaboration between a university English professor and a high-school English teacher was successful in building community, yet rather unsuccessful in manipulating the Internet. Their collaboration worked, as far as it did, because of an absence of hierarchy. To create a basis for comparison with other studies, analysis of the collaboration can be anchored by a list compiled by Paul Wangemann in his dissertation concerning successful collaboration. Cultural differences in the institutions made for day-to-day interference in collaborations: the calendars of high schools and universities do not match; the nature of instructional contact does not match; and accountability differs at the high school and college level. Particularly in the case of collaboration involving the Internet, sources of authority tend to lie outside the classroom, and classroom leaders now more frequently model the role of the active learner. (Contains 18 references and an outline of the criteria for successful collaboration developed by Paul Wangemann.) (RS)

ED 369 102 CS 214 306

Chestek, Virginia L.
Rhetoric and Composition: A Necessary Tension.
PUB DATE- Mar 94
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..."

DESCRIPTORS- Case Studies; Communication Research; *Communication Skills; *Evaluation Methods; Higher Education; Organizational Communication; *Professional Training; Program Effectiveness; School Business Relationship; *Staff Development; Work Environment

IDENTIFIERS- Communication Context

Although organizations spend increasingly large amounts of money on training, little effort or money is spent on evaluating the effectiveness of training programs. When evaluations are done, they are often designed for specific programs and often consider only participant reactions and immediate learning, and ignore behavior changes and long-term results. A study used personal interviews to evaluate the effectiveness of an oral communication skills training program developed in partnership with a local university and implemented at a large medical organization in a medium-sized southwestern city. Results indicated that the 23 participants reported using the skills in the workplace and also reported perceiving positive results from using the skills. Participants also voluntarily reported success in using the skills outside of the workplace, and supplied voluntary comments about how the training could be improved, providing a rich source of unanticipated data concerning the training program. (Contains 30 references and two tables of data.) (RS)

ED 369 121 CS 508 559

Guide d'enseignement: Art dramatique, Secondaire, Deuxieme cycle (Instructional Guide: Theater Arts, Secondary Schools, Second Cycle).

PUB DATE- 93

NOTE- 312p.

LANGUAGE- French

EDRS Price- MF01/PC13 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Adolescents; Curriculum Guides; Foreign Countries; Lesson Plans; *Program Development; Safety; Secondary Education; *Student Evaluation; *Theater Arts

IDENTIFIERS- Alberta; *Drama in Education

Intended to aid teachers in charge of implementing drama programs, this guide (in French) is to be employed in conjunction with the "1992 Second Cycle Secondary Drama Program of Studies" (Alberta, Canada). The guide's sections are as follows: (1) Introduction; (2) L'Adolescent; (3) Securite (discussing both emotional and physical safety); (4) Contenu (discussing definitions, movement, elocution, improvisation, theatrical studies, theatrical techniques, dramaturgy, and mise en scene); (5) Planification du programme (program planning); (6) Planification de course (course planning); (7) Evaluation; (8) Apres les etudes (discussing career opportunities); and (9) Aide et materiel didactiques (teaching materials and resources). (RS)

ED 369 122 CS 508 560

Burke, Ken

Mythical Structures in Community Vision.

PUB DATE- Apr 92

NOTE- 19p.; Paper presented at the Annual Meeting of the Central States Communication Association (Cleveland, OH, April 9-12, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

DESCRIPTORS- *Administrator Role; *Change Strategies; Elementary Secondary Education; *Leadership Responsibility; Principals; *Program Implementation; School Administration; *School Based Management; Strategic Planning; *Theory Practice Relationship
IDENTIFIERS- *Central Office Administrators

Although site-based management is very popular, it is not always well understood or implemented. Seeking a middle ground between leadership theory and practice, this practical guidebook provides a systemwide approach to site-based management as a school improvement strategy; integrates a student-oriented, strategic-planning process; identifies 9 essential perspectives and skills required to support SBM; recommends a 25-step implementation process; defines new roles and responsibilities of central-office personnel, principals, and onsite teams; and provides work sheets and guidelines applicable to different settings. The book also identifies eight SBM implementation problems, including lack of central-office leadership, lack of overriding vision, lack of interbuilding coordination; unclear central office-building relationship, lack of building level's "big picture" awareness, inefficient and ineffective team meetings, control-bound principals, and SBM viewed as another "add-on." Nine essential components for supporting SBM include adopting a systemwide perspective, understanding the context of change, developing leadership perspectives and sills, creating a shared vision, developing strategic planning skills, defining new roles, enhancing the work environment, understanding group dynamics, and clarifying accountability. (MLH)

ED 369 141 EA 025 693

Year-Round Education in the Woodburn School District.
PUB DATE- 94
NOTE- 134p.; Paper presented at the Annual Meeting of the National Association for Year-Round Education (San Diego, CA, February 12-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Crowding; Day Care; *Educational Change; Educational Improvement; Elementary Secondary Education; *Scheduling; *Track System (Education); *Year Round Schools
IDENTIFIERS- *Woodburn School District 103 OR

Year-round schooling is a positive alternative for the Woodburn School District, a district experiencing an overcrowding problem. The year-round education system has not yet been implemented in Woodburn, but the proposal is getting serious attention by administrators, teachers, and parents. The Utah Foundation Research Report identifies 10 positive aspects of year-round schools. Examples of positive effects range from reduced learning loss following vacations to improved student behavior. The report also identifies several negative aspects of year-round schools, including necessary startup cost and altered family lifestyles. An informational packet on year-round schooling sent to Woodburn parents features often-asked questions and answers associated with year-round education, as well as a list of resources parents can contact to get more information. A letter to the parents explains why Woodburn is attempting to change to year-round schools and what the benefits of it will be to parents, teachers, and students. An example of a year-round school calendar, a sample cafeteria schedule, and a glossary of year-round schooling terms was educational improvement, though they can often be misrepresented. The Quality Assurance Directorate is developing best practice descriptors in three dimensions of schooling: teaching and learning, school governance and management, and school leadership and culture. Best Practices indicators provide a framework to initiate and chart systemic progress. Accountability and policy planning and implementation can be aided by reporting these indicators publicly. (Contains 25 references.) (JPT)

ED 369 161 EA 025 768

Measuring Changes in Salaries and Wages in Public Schools. Annual Edition .
PUB DATE- 94
NOTE- 41p.; Published annually since 1973, prior editions announced in RIE include ED 244 352, ED 254 929, ED 268 635, ED 280 180, and ED 296 462. 1994 Edition is 21st.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Comparative Analysis; Elementary Secondary Education; *Public Schools; *Salaries; *Salary Wage Differentials; *School Personnel; *Wages
IDENTIFIERS- *Composite Indicator of Changes

The Educational Research Service reports annually a statistical measure of salaries of public school system employees called the Composite Indicator of Changes (CIC) in Average Salaries and Wages Paid by Public School Systems. Each edition can be used to analyze trends in average salaries and wages paid to public school employees over the past 10 years. It also can be used to help local school systems compile their own CIC data. The CIC is based on information on 28 of 32 public school employee positions gathered in the National Survey of Salaries and Wages in Public Schools. The positions are grouped into six categories: central-office administrators, school-building-level personnel, classroom teachers, auxiliary professional personnel, and secretarial/clerical personnel. Twelve tables and nine figures are included in the report. Also included are a description of the indicator, source of CIC data, how the indicator is computed, comparisons with the components and the Consumer Price Index, precautions in using the CIC, comparisons by enrollment grouping, local school system comparisons, state comparisons with national, changes over an extended period, how to use the CIC, an example of computation, descriptions of position categories, and calculating the CIC. (JPT)

ED 369 162 EA 025 770

Uishi, Pambana
Schools at the Crossroads: Which Way to Educational Excellence?
PUB DATE- 93
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; Accountability; *Educational Objectives; Elementary Secondary Education; *Equal Education; *Public Schools; *School Community Relationship; *School Effectiveness
IDENTIFIERS- *Indianapolis Public Schools IN

Like many cities, Indianapolis (Indiana) is facing growing

Schools

All proposals for education reform include professional development as a significant element in promoting change. Questions have been raised about the effectiveness of professional development and its role in educational reform. Consequently, evaluation of professional development programs is increasing and expanding to include student achievement. Professional developers also are looking more closely at research on professional development. Research on professional development has focused mostly on its shortcomings and, in some cases, proposed solutions. Because of the variability between different educators' situations, it is difficult to know exactly what makes an effective professional development program. However, there are some guidelines. Change is both an individual and an organizational process. In planning and implementation, it is important to work for incremental change. Working in teams maintains support for change. It is necessary to include procedures for feedback on results. Continued followup, support, and pressure are necessary in professional development. Innovations presented in professional development must be integrated into existing educational frameworks. While professional development can be complex and difficult to measure in student achievement, it is possible to tailor programs to specific contexts. (Contains 109 references.) (JPT)

ED 369 182 EA 025 811

Chen, Michael; And Others
Educational Leaders: Professionals or Moral-Social Agents.
PUB DATE- Apr 94
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Administrator Education; *Administrator Role; Elementary Secondary Education; Foreign Countries; *Leadership Qualities; *Leadership Styles; Public Schools
IDENTIFIERS- *Israel

One definition of an educational leader is a professional and pragmatic person capable of setting a direction and goals for his or her school. Another definition of the educational leader is a social and moral agent. This second definition supports the idea that schools should be communities with shared moral and social values and highlights the importance of the principal in setting these guidelines. In furthering internal change in schools, principals also oversee the school bureaucracy and structure and encourage those leading to change. The traditional ways of acquiring leadership skills may be insufficient for all leadership tasks. This study examines the attitudes of educational leaders toward their changing role using the Israeli educational system as a model. Educational leaders who graduated from the educational administration program at Tel Aviv University were issued a questionnaire. The respondents viewed professional knowledge and skills as more valuable in developing leadership than the moral-social aspects of their role. A significant correlation was also found between the scale of professional orientation and social-moral leadership orientations. Respondents with a higher academic degree who prefer administration to teaching have a more positive orientation toward professional knowledge and skills

This booklet addresses current research on the needs of gifted students and the relationship of these needs to the philosophy and intent of some of the major trends in educational reform and restructuring. Eight major reform trends are examined in terms of definitions, philosophy, key elements of the literature, examples of practical applications, strategies for success with gifted students, and examples of successful programs. The reform trends examined are: (1) grouping practices, (2) cooperative learning, (3) underachieving gifted students, (4) outcome based education, (5) integrated curriculum, (6) site-based management, (7) middle schools, and (8) business/education networks. Several references are provided for each trend summary. (DB)

ED 369 201   EC 302 930

Kiernan, William; Moon, Sherril
Project REC: Integrated Social and Leisure Recreation Services for Students with Severe Disabilities. Final Report.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 93
NOTE- 251p.; For related documents, see EC 302 931-935.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Agency Cooperation; *Community Programs; Demonstration Programs; Elementary Secondary Education; Federal Programs; Information Dissemination; Inservice Education; *Leisure Education; Normalization (Disabilities); *Recreational Activities; *Severe Disabilities; *Social Integration
IDENTIFIERS- *Community Leisure Facilitators; New England

This 3-year project attempted to: (1) provide direct support to students with severe disabilities in accessing recreation opportunities; (2) develop and present inservice training on integrated leisure opportunities in New England; and (3) disseminate information on ways to integrate school and community recreation activities. The project was implemented at three demonstration communities in New England. A total of 119 students with severe disabilities participated in 25 different integrated activities. Inservice training was provided to 25 organizations. Presentations were given at six regional conferences and project findings published in newsletters, journals, and a textbook. The project focused on the role of the community leisure facilitator (CLF) who works with other professionals, volunteers, and families to meet the leisure/recreation needs of this population. Individual and community surveys are attached. Much of this report consists of the following appendices: descriptions of demonstration activities initiated or modified by the project; summaries of initial meetings/training with demonstration towns; summaries of inservice presentations; program and evaluation results of the New England Sports and Recreation Conference; newsletters featuring the project; information on the textbook featuring project demonstrations; data on the role and function of the CLF; data from a study on leisure preferences of students without disabilities; the abstract of a new project proposal; and a guide to assistive technology resources and adaptations. (DB)

ED 369 202   EC 302 931

Moon, M. Sherril; And Others

summary of the MAPPS technical assistance evaluations; samples of CAMS assessments, developmental charts, and curriculum sheets; and a sample workshop handout. (DB)

ED 369 219 EC 302 949

O'Brien, John; O'Brien, Connie Lyle
Assistance with Integrity: The Search for Accountability and the Lives of People with Developmental Disabilities.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 93
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accountability; Adults; *Change Strategies; Civil Liberties; *Developmental Disabilities; Ethics; Group Homes; Helping Relationship; Institutionalized Persons; *Integrity; Personal Autonomy; Policy Formation; Quality Control; *Residential Programs; *Resistance to Change; Safety; Systems Approach; Total Quality Management

This report discusses basic issues in the provision of residential services for people with developmental disabilities. Main points of the discussion include: (1) the service system for this population is in a crisis of accountability as meeting safety and quality requirements threatens to become counterproductive; (2) the current system is well defended against efforts to rethink and fundamentally reorganize it; (3) the perspectives of effective interdependence and systems thinking can assist in system redesign; (4) effective police power is needed to protect people with developmental disabilities from abuse and neglect; and (5) multiple, various, small scale, self-organizing systems of assistance in a field organized by principled negotiation and shared learning are needed. Other topics discussed are barriers to thinking deeply about accountability, integrity as a central virtue in effective interdependence, threats to integrity from the dominant pattern of quality assurance, dealing more effectively with failures of integrity, the potential contribution of Total Quality Management, and integrity as a guide to policy. (Contains references as footnotes.) (DB)

ED 369 220 EC 302 950

Taylor, Steve, Ed.; And Others
Safeguards.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 93
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; *Change Strategies; Compliance (Legal); *Developmental Disabilities; Family Programs; *Federal Regulation; Group Homes; Helping Relationship; Human Services; Institutionalized Persons; Legal Responsibility; Normalization

DESCRIPTORS- *Curriculum Development; Curriculum Evaluation; *Deafness; Elementary Education; *Emotional Development; Health Promotion; Individual Development; Interpersonal Competence; Intervention; Lesson Plans; Mental Health; Models; Problem Solving; *Self Concept; *Self Control; Social Cognition; Social Development; *Thinking Skills
IDENTIFIERS- *Promoting Alternative Thinking Strategies Curric
This book explains the background and rationale for the PATHS (Promoting Alternative THinking Strategies) curriculum, reports the results of 4 years of research on its use with children who are deaf, and explores theoretical and practical concerns in the implementation of school-based mental health promotion programs. It emphasizes the crucial nature of the school and family environments in facilitating the personal development of elementary-aged deaf children in the areas of self-control, self-understanding, emotional awareness, social problem-solving skills, and appropriate interpersonal behaviors. Chapter 1 reviews literature on social cognition, personality, psychopathologic conditions, and social competence in deaf children as a rationale for the PATHS curriculum. Chapter 2 reviews conceptual models of prevention and intervention for hearing children. Chapter 3 presents a summary of the content and processes of the curriculum, discussing flexibility within the curriculum, adaptation to developmental level, and working with parents. Chapter 4 presents the Affective-Behavioral-Cognitive-Dynamic theoretical model of development, which forms the foundation of the goals and many of the processes of the curriculum. Chapter 5 describes evaluation of the curriculum's effectiveness. Chapter 6 presents quantitative findings derived from the project, in numerical, visual, and conceptual formats. Chapter 7 interprets empirical findings of the PATHS study, describing issues of systems change, teacher-student exchange, and classroom atmosphere. Chapter 8 addresses the theoretical and practical implications of the curriculum. An appendix provides a sample story and lessons from the PATHS curriculum. (Contains over 300 references.) (JDD)

ED 369 238 EC 302 969

Soby, Jeanette M.
Prenatal Exposure to Drugs/Alcohol: Characteristics and Educational Implications of Fetal Alcohol Syndrome and Cocaine/Polydrug Effects.
PUB DATE- 94
NOTE- 126p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Alcohol Abuse; Behavior Development; Cocaine; Cognitive Development; *Cognitive Processes; *Congenital Impairments; Disability Identification; Drug Abuse; Educational Methods; Elementary Secondary Education; *Fetal Alcohol Syndrome; Incidence; Pregnancy; *Prenatal Influences; Preschool Education; Prevention; Special Health Problems; Student Characteristics; *Substance Abuse; *Symptoms (Individual Disorders); Teaching Methods
IDENTIFIERS- *Fetal Drug Exposure
This book presents the characteristics of children affected by prenatal drug exposure, fetal alcohol syndrome, fetal alcohol effects, and fetal cocaine/polydrug effects. It outlines

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Students; *English (Second Language); Foreign Countries; Higher Education; *Prewriting; Program Descriptions; *Second Language Instruction; Student Attitudes; *Writing Instruction; *Writing Processes; Writing Skills
IDENTIFIERS- Philippines

Teachers of English as a Second Language (ESL) can use prewriting activities at the earliest stages of instruction to help their students acquire good language skills. Prewriting involves energizing student participation in thinking, talking, group interaction, and skeletal writing activities that become components of a writing task. Concentration on the individual components of a writing task ensures that students actually begin writing early but are not overwhelmed with tasks that they cannot handle. Specific prewriting activities such as group brainstorming, clustering, looping, cubing, pictorializing, dialogue writing, story completion, and short lectures are discussed. Prewriting activities not only help students acquire the target language more effectively, but they build interpersonal, thinking, and planning skills that can be utilized in other fields. (MDM)

ED 369 258 FL 021 927

Pavlou, Pavlos
The Role of Cohesion in Communicative Competence as Exemplified in Oral Proficiency Testing.
PUB DATE- Mar 94
NOTE- 21p.; Paper presented at the Language Testing Research Colloquium (Washington, DC, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Communicative Competence (Languages); Comparative Analysis; *English (Second Language); Foreign Countries; High Schools; High School Students; *Language Proficiency; *Language Tests; Oral Language; Rating Scales; *Second Language Instruction; Speech Skills; *Test Reliability
IDENTIFIERS- Cyprus; *Oral Proficiency Testing

This paper investigates the role of cohesion in oral proficiency testing. This study analyzed the cohesion of oral reports given by 16 Cypriot high school students studying English as a foreign language (EFL) using a modification of M. A. K. Halliday and R. Hasan's rating scale. It then compared the objective cohesion ratings with impressionistic grades of cohesion assigned by three experienced raters. Although the results of the study were not conclusive, it was found that the only objective cohesive device that correlated with raters' grades for cohesion was the use of referential pronouns. The strengths and weaknesses of the objective rating scale are discussed. Seven appendixes reproduce models of communicative competence, test format, objective rating scales, data summaries and correlation matrixes. (MDM)

ED 369 259 FL 021 970

Zimmerman, Cheryl Boyd
Teachers Perceptions of and Strategies with Lexical Anomalies.

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Attitude Change; Classroom Techniques; Foreign Countries; *Inservice Teacher Education; *Language Teachers; Program Design; *Resistance to Change; Second Language Instruction; *Teacher Attitudes; Teacher Education Programs
IDENTIFIERS- *India

Inservice education for teachers of English as a Second Language in India is discussed, focusing on the problem of teacher resistance to change in teaching practice. First, the need for inservice teacher education in the Indian context is examined, noting that standards of both student and teacher English language proficiency have been declining. Two specific challenges to Indian inservice teacher education are identified: convincing teachers of the desirability and feasibility of change; and improving teachers' English communication skills without giving offense. A model of inservice ESL teacher training, characterized by encouragement of personal growth and a climate supporting expression of participants' feelings, is described. The model consists of four instructional phases: (1) open discussion of participants' teaching problems and constraints; (2) a group advanced language exercise that is later revealed to trainees as a potential teaching technique; (3) reflection on the experience and elicitation of trainee perspectives and theories; and (4) an opportunity for trainees to design tasks to suit their own teaching situations, with guidance and technical support. Comparison with an existing program using a similar technique suggests that this approach is more efficient of time and uses a more effective approach to establishing participant rapport. (MSE)

ED 369 280 FL 022 029

Hamid, Bahiyah Abdul; Azman, Hazita
Adapting the Six Category Intervention Analysis To Promote Facilitative Type Supervisory Feedback in Teaching Practice.
PUB DATE- 92
NOTE- 13p.; In: Sadtono, Eugenius, Ed. Language Teacher Education in a Fast-Changing World. Anthology Series 29; see FL 022 023.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classroom Techniques; *Feedback; Foreign Countries; *Interpersonal Competence; *Language Teachers; Models; *Preservice Teacher Education; Second Language Instruction; *Supervisory Methods; *Teacher Supervision
IDENTIFIERS- *Six Category Intervention Analysis

A discussion of the supervision preservice language teacher trainees focuses on supervisory methods designed to facilitate clear, useful, enabling feedback to the trainee. Specifically, it looks at use of the Six Category Intervention Analysis, a model for interpersonal skills training, for supervision of teaching practice. The model is seen here as more than a tool kit of helping interventions, but as a set of person-centered values and attitudes about the support and empowerment of individuals in developing their potential. Language used by supervisors is analyzed for both linguistic content and intention to point up the significance of grammatical form and choice of words in an intervention in conveying information precisely. The model allows analysis of six categories of

English Literacy for LEP Students. Annotated Bibliography, Task 6.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Sep 93
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Educational Research; Elementary Secondary Education; *English (Second Language); *Instructional Materials; Language Teachers; *Limited English Speaking; Literacy; *Literacy Education; *Program Descriptions; Second Language Instruction; Teacher Educators; *Teaching Methods

The purpose of this annotated bibliography is to provide a useful reference to instructional and professional resources for classroom teacher and teacher trainers in the field of English literacy for limited English proficiency (LEP) students. The 156 books, 99 articles and monographs, and 7 journals included encompass 3 major areas: (1) instructional methodologies and practices; (2) instructional materials used in teaching students or training teachers; and (3) organizational patterns for instruction, such as program designs. (MDM)

ED 369 302 FL 022 096

Bruno, Paula
The Wisdom Is Now (Project WIN) Final Evaluation Report, 1992-93. OREA Report.
PUB DATE- 93
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Bilingual Education Programs; English (Second Language); High Schools; Intervention; *Limited English Speaking; Multicultural Education; Native Language Instruction; *Parent Participation; Program Effectiveness; Program Improvement; *Second Language Instruction; *Staff Development; *Transitional Programs
IDENTIFIERS- New York City Board of Education; *Wisdom Is Now

The Wisdom Is Now (Project WIN) was designed to increase student English proficiency, native language proficiency, and academic achievement, increase parent involvement, and encourage staff development at the High School for the Humanities and the School of Fashion Industries in New York City. It served a total of 349 students of limited English proficiency (LEP), their parents, and their teachers. Students received instruction in English as a Second Language (ESL), native language arts (NLA), and the content area subjects of mathematics, science, and social studies. Teachers of the participating students had the opportunity to attend monthly staff development meetings and receive tuition reimbursement for relevant college courses. The project sponsored a variety of parental involvement activities, including workshops and counseling services. Project WIN met its specific objectives for increasing students' familiarity with American culture and citizenship, cultural pride, attitude toward school, career counseling, career education, dropout prevention, staff enrollment in college courses, and parental involvement. The project partially met its NLA, content area, and attendance objectives. It failed to meet its ESL objective. Three appendixes list the instructional materials and schedules of

This paper explores perspectives, issues, and experiences related to initiating collaborative inquiry across multiple levels and sites, based on school-university partnerships developed between Indiana State University (ISU) and 10 professional development schools (five elementary schools, one middle school, and four high schools). Principles guiding collaboration, basic assumptions, and themes are outlined. Challenges involved in collaborative inquiry may be due to cultural differences between schools and universities--for example, the university culture produces scholarly knowledge while school faculty are expected to use rather than produce knowledge. A paradigm shift is therefore necessary, to establish new norms for collegial, collaborative, inquiry-based relationships. Such a paradigm shift requires attention to group dynamics, action research processes, and adult development theories. Collaborative inquiry goals and a three-phase plan developed by the Collaborative Inquiry Team at ISU are presented. The paper concludes that collaborative inquiry has much potential to support learning and restructuring at both schools and universities; that there are many complexities in equipping faculty with skills, abilities, and dispositions necessary to collaborate; and that collaborative inquiry should be depicted as a journey rather than a destination. Appendices provide a description of collaborative inquiry, a call for proposals for inquiry projects, an instrument for screening inquiry proposals, and a sample proposal. (Contains 24 references.) (JDD)

ED 369 321   HE 027 359

Divided We Fall: The Declining Chance for College among Minnesota Youth from Low-Income Families and Communities of Color.
PUB DATE- Mar 94
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Access to Education; American Indians; Asian Americans; Black Students; *College Attendance; *Dropout Rate; *Ethnic Groups; Family Income; Higher Education; High Schools; Hispanic Americans; Minority Groups; Parent Background; Public Policy; Racial Differences; School Demography; *Socioeconomic Influences; Socioeconomic Status; Trend Analysis; White Students
IDENTIFIERS- *Minnesota

This report examines high school dropout and college participation rates in Minnesota and their relationship to such socioeconomic factors as race, family income, and parental education. The analysis uses data provided by the Minnesota Department of Education, the Higher Education Coordinating Board, Minnesota Planning, the Census Bureau, and the Minnesota Private College Research Foundation. Findings reveal that: (1) Black and Native American students in secondary public schools are nearly five times as likely as White students to drop out of school; (2) White and Asian students are much more likely to enroll in college than other groups; (3) college attendance is dominated by students from middle-income and upper-income families; (4) participation at Minnesota colleges by low-income and moderate-income families has declined from 1985 to 1992; (5) students with at least one parent who attended college are much more likely to enroll in college themselves; (6) while the White population of youth ages 15 to 19 is expected to increase by only 4 percent between 1990 and 2010, the similarly aged Black population will increase by 160 percent, Hispanics by 98 women; encourage leadership development of women; develop instructional programs for women only; provide opportunities for women to use computers and other technology; offer diverse support services for women; train staff to work with women; develop cooperative or collaborative relationships; develop gender-sensitive instructional materials specifically for women; encourage advocacy for and by women; and seek funding and allocate resources for women. (Contains 11 references.) (YLB)

ED 368 864 CE 065 880

Apprenticeship Reference Guide. Third Edition.
PUB DATE- 92
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Apprenticeships; Industrial Training; *Occupational Information; Postsecondary Education; Program Descriptions; *Skilled Occupations; Skilled Workers; *State Programs
IDENTIFIERS- *North Carolina

This guide contains information about apprenticeship programs in the skilled trades, especially in North Carolina. The guide, modeled in part on the "Ohio Apprenticeship Notebook," opens with a general description of the system of apprenticeship, including an account of the role of the North Carolina Department of Labor. The next section contains profiles of 20 skilled crafts (out of nearly 800 recognized apprenticeable occupations) that enroll a great number of apprentices in North Carolina. Each profile opens with a summary of the job description set forth in the U.S. Department of Labor's "Dictionary of Occupational Titles," and continues with a more detailed description of duties performed by the worker. Most of the job descriptions cover certain similar subjects such as entrance requirements, working conditions, tools and equipment, opportunities for women, job outlook, and upward mobility. Appendixes contain the following: (1) the 1992 average journeyman wages for newly completed apprentices; (2) a glossary of terms; (3) a list of North Carolina Department of Labor apprenticeship representatives and their addresses and telephone numbers; (4) some traditional questions and answers about apprenticeship; and (5) active apprenticeship programs by county with trades listed as of July 1992. (KC)

ED 368 865 CE 065 [illegible]

Lazar, Meryl K.; Bean, Rita
Alternative Assessment Measures in Adult Basic Education Programs (Adult Informal Measures: AIM).
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 91
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Basic Education; Career Development; Comparative Analysis; Females; Guidelines; *Informal Assessment; Literacy Education; Reading Skills; Spelling; Standardized Tests; *Student Evaluation; *Test Construction;

adult literacy classroom; instructional techniques for enhancing reading comprehension; learner-centered instruction and applications of curriculum; integrating reading and writing instruction; math instruction using manipulatives; enhancing thinking and problem solving skills; basic skill requirements in the workplace and helping students make transitions; and teacher self-evaluation and informal assessment of student learning. Assessment consisted of workshop participant evaluations at the end of the seminar, teacher-kept written record of seminar ideas applied by the teacher, and instructor observations done by the teacher supervisor to evaluate whether teachers had implemented elements of the workshop. Results indicated that teachers appreciated all the workshops. (The 12-page report is followed by these appendixes: survey for assessing teachers' interests and needs; workshop and final project evaluation forms; and materials used for staff development.) (YLB)

ED 368 884 CE 066 048

Preston, Jamie; Wilson, Monty
Staff Orientation Manual for Adult Basic and Literacy Education Providers. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- Jun 93
NOTE- 159p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Basic Education; *Adult Educators; Adult Literacy; Computer Assisted Instruction; Lesson Plans; *Literacy Education; Material Development; Needs Assessment; Recordkeeping; *Staff Orientation; Student Evaluation; Student Records; Teaching Methods
IDENTIFIERS- 353 Project

This report describes how the Center for Literacy (CFL) developed a staff orientation manual for new educators (teachers and coordinators of volunteers) who work in adult basic and literacy education (ABLE) programs. Orientation needs were assessed through two questionnaires--one for educators and another for administrators at CFL and 13 literacy agencies statewide in Pennsylvania. Based on the responses, CFL designed an orientation manual that addressed the needs of educators and agencies. It was field tested with CFL employees and examined by staff at participating agencies. The report is accompanied by the manual, a comprehensive guide for a teacher, coordinator, or other practitioner who is joining an organization that provides direct services for ABLE students. It is designed for use by educators in organizations of varying sizes and with many different types of programs. Topics covered include orientation, assessment, lesson planning, reading, writing, math, computer-assisted learning, materials and resources, teaching, coordinating, special services and programs, site management, recordkeeping, and leaving an educator position. The report also includes the CFL 1992 site list; scoring guidelines for student assessment; student forms; monthly report format; and proposed amendments to the Pennsylvania Adult Education State Plan. (Contains 19 references. (YLB) develop basic team-building skills while simultaneously developing basic reading, writing, and mathematics skills. Although many of the instructional materials and sample forms included are applicable to employees in most industries and therefore suitable for use directly as provided, other materials are general "shells" that list topics to be covered and must be supplemented with information/materials specific to given companies/industries. The following topics are covered in the instructional units included: your company and industry, accountability, your pay and benefits, taxes, on the job, calculator operations, company forms, computer basics, problem solving, interpersonal relationships, handwriting, and writing skills. Each unit contains some or all of the following: objectives; curriculum outline; lesson plan detailing the activities to be completed in each lesson; teacher information on topics such as sources of instructional and resource materials, materials/supplies needed, and recommended background materials; and sample forms, student handouts, learning activities and exercises, vocabulary lists, and answer keys. (MN)

ED 368 903   CE 066 106

Wright, Barbara A. W., Ed.; Cantrell, Catherine, Ed.
Software Buyer's Guide. 1993 Edition.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.; Washington State Board for Community and Technical Colleges, Olympia.
PUB DATE- 93
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Basic Education; Annotated Bibliographies; Basic Skills; Check Lists; *Computer Assisted Instruction; Computers; *Computer Software Evaluation; *Courseware; Evaluation Criteria; Guidelines; Instructional Material Evaluation; *Instructional Systems; *Literacy Education; *Media Selection

This guide is intended to assist basic skills and/or literacy instructors, administrators, and tutors in selecting appropriate educational software, hardware, and instructional systems. Discussed first are the software evaluation process on which the guide is based, the evaluation form used, and the guide's organization. Section 2 lists the more than 200 software products evaluated. Each product's curriculum area, rating on a four-point scale, instructional level, and price are included. Presented in section 3 is a matrix of 28 featured software products that includes information on each product's cost, curriculum area, program method, instructional level, and hardware requirements. In section 4, the same featured products are described in greater depth, and their strengths and weaknesses are detailed. The following large computer-assisted instruction systems are discussed in section 5: Computer Curriculum Corporation, Comprehensive Competencies Program, Classworks, Computer Systems Research, INVEST, Pathfinder, PLATO, WASATCH, and WICAT. Included in the discussion are brief descriptions of each system, a checklist for evaluating and comparing different systems, and information on system integration. Section 6 is a resource guide that includes the following: a glossary, answers to commonly asked questions about hardware, a listing of 130 publishers supplying software for adult applications, and an annotated list of 10 periodicals discussing technology and its applications to adult basic learning. The book contains 141 abstracts of books, chapters, published articles and papers, and unpublished ERIC documents. Chapter 1 is an introduction. Chapter 2 provides an analysis of the 141 abstracts reported in chapter 4. It is presented in five sections: abstract topics, quantity of publications by topic, research method and design, instruments, and authors. Some conclusions based on the analysis are shared. Chapter 3 describes the five indexes and provides definitions of some key terms. Chapter 4 contains the abstracts. Each abstract is organized into one of two formats. All have the following elements in common: author's name; title; source of the work; year the work was published or filed with ERIC; subject(s) covered; type of research or style of presentation; and purpose of the work. Items that report research involving instruments and populations have the following format: sample size and characteristics, instruments used, and conclusions. Items based upon work that did not involve the use of instruments or populations list points made or covered in the text and conclusions. Five indexes are provided: author, subject, type of work, instrument, and year of publication. Indexes direct the user to abstracts by referring to a serial number assigned by the authors rather than to a page number. (YLB)

ED 368 921 CE 066 179

Confessore, Gary J.; Long, Huey B.
Abstracts of Literature in Self-Directed Learning 1983-1991.
PUB DATE- 92
NOTE- 264p.; For related documents, see CE 066 177-178.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Abstracts; Adult Education; *Adult Learning; Annotated Bibliographies; Classroom Techniques; Educational Technology; Graduate Students; Higher Education; *Independent Study; *Lifelong Learning; *Professional Continuing Education; Teacher Education; *Teaching Methods

This index joins two companion volumes of books and chapters devoted exclusively or primarily to the topic of self-directed learning. The book contains 242 abstracts of books, chapters, published articles and papers, and unpublished ERIC documents. Chapter 1 is an introduction. Chapter 2 provides an analysis of the 242 abstracts reported in chapter 4. It is presented in five sections: abstract topics, quantity of publications by topic, research method and design, instruments, and authors. Some conclusions based on the analysis are shared. Chapter 3 describes the five indexes and provides definitions of some key terms. Chapter 4 contains the abstracts. Each abstract is organized into one of two formats. All have the following elements in common: author's name; title; source of the work; year the work was published or filed with ERIC; subject(s) covered; type of research or style of presentation; and purpose of the work. Items that report research involving instruments and populations have the following format: sample size and characteristics, instruments used, and conclusions. Items based upon work that did not involve the use of instruments or populations list points made or covered in the text and conclusions. Five indexes are provided: author, subject, type of work, instrument, and year of publication. Indexes direct the user to abstracts by referring to a serial number assigned by the authors rather than to a page number. (YLB)

ED 368 922 CE 066 180

the organization. (The report includes the survey instrument, 50 tables, and the responses to the open-ended question.) (Author/KC)

ED 368 940 CE 066 255

Beaudin, Bart P.; Quick, Don
Subject Matter Expert's Training Module Template.
SPONS. AGENCY- National Inst. for Occupational Safety and Health (DHHS/PHS), Cincinnati, OH.
PUB DATE- 2 May 94
NOTE- 26p.; Developed by the High Plains Intermountain Center for Agricultural Health and Safety.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Lesson Plans; Postsecondary Education; *Teaching Methods; *Training; *Training Methods
IDENTIFIERS- Subject Specialists

This template was designed to assist subject matter experts in developing presentations. The template is for a training session plan (lesson plan, presentation plan, evaluation suggestions) that can be used to determine the sequence of what the presenter will say and do. Subject matter experts can easily copy the pages for use during the design phase of the project. Information called for in the template and organized for the presenter includes the following: session design, organization, and set-up (intent, audience, objectives, instructional aids needed); initial climate setting and introduction (timing, facilitator statements of actions, intended learning results); session presentation; application; reflection; and closure. Transparency masters are suggested. (KC)

ED 368 941 CE 066 265

Braunstein, Jill; And Others
What Do Unions Do for Women? Research-in-Brief.
SPONS. AGENCY- Women's Bureau (DOL), Washington, D.C.
PUB DATE- Mar 94
NOTE- 4p.; For the full report, see ED 367 827.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Educational Attainment; *Employed Women; *Salary Wage Differentials; Tenure; Union Members; *Unions

Although union membership has been declining overall, the number of women union members continues to increase. Currently, 37 percent of union membership are women. The proportion of women workers who are union members increased from 16.3 percent in 1965 to 19.3 percent in 1975 and fell to 14 percent in 1990; 7.4 million women were represented by unions in 1992. In contrast, the proportion of male workers in unions fell from 39 percent in 1965 to 22 percent in 1990; 11 million men were represented by unions in 1992. Unionization has increased in female-dominated professions such as teaching, nursing, and public sector occupations, as well as among better educated and higher-wage women. Women in unions are predominantly white collar workers in service industries and are more likely to be college graduates than men in unions. Union membership or coverage by a collective bargaining agreement is associated

Education; Mentors; Middle Schools; Outcomes of Education; Secondary Education; Teacher Education; *Teaching Methods; Technical Education; Technological Advancement; *Vocational Education; Vocational Education Teachers

This document contains 20 research papers on vocational education: "Multidimensional Evaluation of Long-Term Effects of Complex Teaching-Learning Arrangements--in the Context of Commercial Education" (Frank Achtenhagen); "Toward the New Vocationalism: Critical Perspectives on Education and Work" (Debra Bragg et al.); "Factors Influencing Learner Progress in Job-Training Programs" (Jill Sinclair Bell); "Student Outcomes Associated with the Integration of Academic and Vocational Education" (Curtis R. Finch, B. June Schmidt, and Susan L. Faulkner); "Attitudes toward Math and Science Courses and Problem-Solving Tasks among Socially-Oriented Secondary Vocational Students" (Robert L. Fritz); "Experiences of Average Students in Untracked High Schools: The Hidden Tech-Prep Population" (Kenneth C. Gray); "Vocationalism and the American High School: Past, Present, and Future" (Kenneth C. Gray); "What Are the Existing Articulation Procedures between Secondary and Postsecondary Agencies in North Carolina?" (Randy L. Joyner, Eugene V. Giovannini); "In Search of Vocational Teacher Education" (Richard L. Lynch); "Proprietary Vocational Schools' Role in Economic Development: Lessons from Indonesia" (Richard W. Moore); "Review of Youth Apprenticeship Legislation at the State Level" (Clifton L. Smith); "Basic Skills Important for Beginning Vocational Education Teachers: A Transportability Study" (Richard J. Tannenbaum, Michael Rosenfeld, and Charles J. Teryek); "Attitudes of Vocational Education Service Providers towards Disabled Persons with Implications for Developing Appropriate Learning Environments" (James W. Trott, Jr., Elwood F. Holton III, and Mark Holden); "Contributions of Vocational Education to Educational Reform as Perceived by Vocational Education Policy Influencers" (Larae Watkins); "Evaluation of Knowledge Structures by Procedures of Networking--in the Context of Commercial Education" (Susanne Weber); "The Impact of a Career Development Program on Middle School Students" (Carolyn R. Benz, Ron Kindell); "A Framework for the Subject Matter of Vocational Education: New Vision for Relating Education to Work and Family Life Responsibilities" (George H. Copa); "Mentoring: Is It a Factor in First-Year Teacher Adjustment" (Robert C. Harris); "Evaluation of California's Tech-Prep Education Program" (Michael Rubin); and "Preparing Tech Prep Teachers: A Needs Assessment" (Tim L. Wentling, Chris A. Roegge, and Debra D. Bragg). (KC)

ED 368 961 CE 066 357

McEntee, Arthur, Ed.
Expanding Horizons in Business Education. National Business Education Association Yearbook, No. 32.
PUB DATE- 94
NOTE- 185p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Business Education; Classroom Techniques; Computer Uses in Education; Cultural Pluralism; Educational Research; *Educational Trends; *Education Work Relationship; Elementary Secondary Education; Exceptional Persons; Futures (of Society); Higher Education; International Education; Program Implementation; *School Business Relationship; Teaching Methods

This yearbook contains the following 17 papers on business education for the future: "Teaching Keyboarding to Elementary

398-418.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Basic Skills; *Job Skills; Learning Activities; Lesson Plans; *Literacy Education; *Reading Instruction; Skill Development; *Writing Instruction
IDENTIFIERS- Workplace Literacy

This workbook, designed for workplace literacy courses, covers effective reading and writing. Introductory materials include objectives, a topical outline, sources, and information on time for the course and continuing education credits. The 16 sessions of the course cover the following topics: job terms; abbreviations, acronyms, and pictorial symbols; sentence structure; vocabulary building; paragraphs; forms and memos; diagrams, maps, and flowcharts; and problem solving (case study). The lessons include information sheets and exercises, such as sentence correction, crossword puzzles, fill-in-the-blanks, matching, and simulations. (KC)

ED 368 980 CE 066 410

Burt, Lorna; Lewandowski, Carol
Reading and Writing II.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 94
NOTE- 112p.; For related documents, see ED 351 578-599 and CE 066 398-418.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Basic Skills; *Job Skills; Learning Activities; *Literacy Education; *Reading Instruction; Skill Development; *Writing Instruction
IDENTIFIERS- Workplace Literacy

This workbook, designed for workplace literacy courses, contains materials for the second part of a course on reading and writing effectively. Introductory materials include objectives, a topical outline, sources, and information on time for the course and continuing education credits. The 16 sessions of the course cover the following topics: abbreviations and acronyms; reading strategy; vowels and spelling problems; categories; comparison and contrast techniques; using indexes; tables, graphs, and charts; and choosing classes from a catalog (team project). The lessons include information sheets and exercises, such as sentence completion, fill-in-the-blanks, and simulations. (KC)

ED 368 981 CE 066 411

Burt, Lorna; Lewandowski, Carol
Business Writing.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 94
NOTE- 142p.; For related documents, see ED 351 578-599 and CE 066 398-418.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.

NOTE- 12p.; Paper presented at the Annual Meeting of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Controversial Issues (Course Content); Curriculum Evaluation; Elementary Secondary Education; Moral Values; *Public Opinion; *Public Schools; Public Support; School Role; Social Values; Students; *Values Education
IDENTIFIERS- United States (Northwest)

A random telephone survey of 562 residents of the Pacific Northwest was designed and conducted to determine public sentiment toward the teaching of values within the public schools. The respondents were asked either the open-ended question of whether it was appropriate to teach values within the public school curriculum, or one of two closed-format questions about sets of specific values taken from the Rokeach Value Survey. Schwartz and Bilsky's theories on human values were used to characterize the values on which the public was surveyed. The respondents believed it very appropriate to teach values within the public school curriculum as 69.6% of respondents indicated values definitely should be taught while only 6.5% said definitely not. The results of this survey point to the universalism and benevolent value types as being considered particularly relevant by the public for school curriculums. Support for teaching values of conformity (obedient, self-control, and polite), self-direction (freedom and ambition), and security (family security) was also strongly present. Respondents were either opposed to or equivocal about teaching hedonism, stimulation, or religious values in the schools. The survey shows avoidance of teaching specific values clearly needs reassessment. (CC)

ED 369 003   CG 025 292

Firestone, Robert W.
The Universality of Emotional Child Abuse.
PUB DATE- 93
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Child Abuse; Child Rearing; Children; *Emotional Abuse; *Etiology; *Family Problems; Mental Health; Nuclear Family; *Parent Child Relationship; Parents; Personality Problems; *Sociocultural Patterns; Western Civilization

Emotional child abuse is virtually inevitable in the context of the traditional nuclear family and often has a more detrimental effect on children than other, more widely publicized forms of maltreatment. Clinical, statistical, and empirical evidence shows that normative child-rearing practices in Western culture have pathogenic properties and effects. Parental abuse in the traditional nuclear family often results in the personal suffering, limitation, and maladjustment of children. Manifestations of this abuse include: (1) behavior based on parental hostility such as verbal abuse, sadistic socialization, and lack of respect for a child's boundaries, spontaneity, and individuality; (2) destructive practices including permissiveness and inconsistency; (3) overly restrictive or harsh moral codes; and (4) defenses and addictive patterns which tend to transmit from parents to

Claus, Richard N.; Quimper, Barry E.
Dropout Study 1992-93. An Approved Report of the Department of Evaluation, Testing, and Research.
PUB DATE- Apr 94
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Persistence; Dropout Characteristics; Dropout Rate; *Dropout Research; *Dropouts; High Schools; Secondary School Students; Student Attrition
IDENTIFIERS- *Saginaw City School System MI

This is the third edition of a new generation of reports on dropouts for the school district of Saginaw, Michigan. The dropout rate is specified as the percentage of students who leave school in any one year, adjusting for those who moved in and out of the district, whereas retention rate is defined as the percentage of ninth graders who graduate from high school within four years. Of Saginaw's 2,849 secondary students, 4.9% voluntarily terminated their high school education from October 3, 1992 to September 24, 1993. All of these dropouts were senior high students, with 36.4% of this group being 17 year olds. Of the total, 66% were male and 34% were female. Systemwide the number and percent of male dropouts was 1.9 times that of females; the rate of females dropping out is declining while the rate of males is increasing. Black students comprised the largest enrollment group--54.6% of all students--and they constituted the largest group dropping out, i.e., 60.7% of all dropouts. The most cited reason given by students for dropping out was "lack of interest." No students dropped out due to expulsion, marriage, parental influence, academic failure, poor peer relationships, poor pupil staff relationships, military service, or employment. The study recommends methods for more accurate counting and suggests ways to curtail dropping out. Also included are eight appendices which summarize dropout and retention data, an example of pupil head count reports, and dropout statistics by gender, grade, school year, school, racial/ethnic background, and reason. (RJM)

ED 369 024 CG 025 372

Mecartney, Crystal A.; And Others
Mentoring in the Juvenile Justice System: Findings from Two Pilot Programs.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Pew Charitable Trusts, Philadelphia, PA.; Retirement Research Foundation.
PUB DATE- Jan 94
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Delinquent Rehabilitation; Disadvantaged Environment; Disadvantaged Youth; Juvenile Courts; *Mentors; Role Models; Secondary Education; Significant Others; Youth Problems
IDENTIFIERS- Georgia (Atlanta); Missouri (Saint Louis)

This study examined two pilot mentoring programs which were designed to provide information on the feasibility of integrating mentoring relationships into the juvenile justice system. Each program, one in St. Louis, Missouri and one in Atlanta, Georgia, sought to recruit, train, and match 100 adult volunteers (half over the age of 55) with 100 adjudicated youths. Neither site achieved the targeted 100 matches.

were sponsored in which students could share Newbery titles as well as hear them read aloud. Contests and games were devised with paperback copies of Newbery and Newbery Honor books offered as prizes. Data analysis indicated that students' knowledge and familiarity of Newbery titles increased 365%. The teachers involved became advocates of reading aloud at the intermediate level. The Newbery books were circulated more at the school's media center and the local public library. The school-wide book fair sold out of several Newbery titles and reported that the Newbery titles sold more copies than at previous book fairs. (Contains 30 references; survey instruments, book title recognition tests, weekly activities, lists of Newbery winners, and a sample reading log.) (RS)

ED 369 043 CS 011 661

Corridon, L. Beverly
Improving Third-Grade Students' Attitudes to Reading through the Use of Recreational Reading Activities.
PUB DATE- 94
NOTE- 62p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary School Students; Grade 3; Instructional Effectiveness; *Parent Participation; Primary Education; *Reading Attitudes; *Reading Improvement; *Recreational Reading; *Student Attitudes
IDENTIFIERS- Reading Motivation

The goal of a practicum was to improve students' attitudes towards reading. Subjects, 35 third graders, were representative of the community's social composition. Activities encouraged increased reading time in and out of the classroom. Parents were asked to encourage their children to read and to participate by reading with them, to them, or discussing what was read. Pre- and post-surveys were administered to all student participants. Strategies were used to help students overcome language and decoding difficulties. Parents were encouraged to become involved in the improvement process. Participants in the practicum increased their reading time in the classroom as well as at home. A positive change of attitude was observed in many participants, though some maintained the opinion that reading is a boring activity. (Contains 18 references and two tables of data; sign-in sheets, survey instruments, and a reading log are attached.) (Author/RS)

ED 369 044 CS 011 662

McEneaney, John E.
Sources of Redundancy in Printed English.
PUB DATE- 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cloze Procedure; English; Higher Education; *Information Processing; *Models; Prediction; Reading Research; *Redundancy; Undergraduate Students
IDENTIFIERS- *Text Factors

A study examined the relative contributions of semantic and non-semantic sources of redundancy in printed English, which play a central role in information processing models. Subjects, 40 undergraduate college students, were divided into two groups.

Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Classroom Communication; *Discussion (Teaching Technique); Educational Games; Foreign Countries; *Literature Appreciation; Primary Education; Questioning Techniques; Student Participation
IDENTIFIERS- *Collaborative Talk; *Response to Literature

A companion to "The Reading Environment," this book is concerned with getting groups of children to talk openly and confidently about their readings of particular books. Using a generous selection of transcripts of classroom discussions, the book shows how children can be encouraged to share their enthusiasms and difficulties and the connections they have discovered within and beyond the text, and thereby arrive at understandings which none of them could have managed on their own. The book explains the processes and outlines the rules of the "Tell Me" approach and provides a framework for the children's talk session. Chapters in the book are: (1) Introduction; (2) "Tell Me" Beginnings; (3) The Three Sharings; (4) Four Kinds of Saying; (5) Are Children Critics?; (6) Children Being Critics; (7) Honourably Reportable; (8) Why "Tell Me"?; (9) Meaning...?; (10) How Do You Know That?; (11) Selecting the Text; (12) Reading the Text; (13) Highlighting; (14) The Framework of "Tell Me" Questions; (15) Scenes from "Tell Me" in Action; and (16) "Tell Me" Games. (RS)

ED 369 065 CS 011 683

Browning, Trish
Helping Them Learn To Spell. PEN 94.
PUB DATE- 94
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Environment; Foreign Countries; Primary Education; *Spelling; *Spelling Instruction; Teacher Behavior; Writing Skills
IDENTIFIERS- Print Awareness; Spelling Growth; Words

Spelling instruction should be multi-faceted and not tied to any special time of day. Teachers in a "spelling classroom" should demonstrate their fascination with words, encourage the exploration of words, and know that spelling is developmental. The spelling classroom can be identified by: (1) the print in the room and the children's engagement with it; (2) the teacher modeling her/himself as a writer first and a speller second; (3) acceptance of approximations at all levels, accompanied by appropriate challenge and support to move children towards the standard forms; (4) the high status of spelling; and (5) the existence of a rigorous but needs-based spelling program. These features support growing writers and spellers and help them to tackle the challenges of writing with confidence and enthusiasm. (RS)

ED 369 066 CS 011 684

Ediger, Marlow
Grouping Pupils for Language Arts Instruction.
PUB DATE- 94
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

Language Arts; *Literature Appreciation; *Mass Media Role; *Reading Instruction; *Writing Instruction
IDENTIFIERS- *Educational Issues; Multicultural Materials; National Council of Teachers of English

Information on current trends and issues informally discussed and then delineated by the directors of six National Council of Teachers of English commissions, is presented in this 10th annual report. The commissions and their directors are: (1) Commission on Language (Vivian Davis); (2) Commission on Composition (Marilyn Cooper); (3) Commission on Literature (Reginald Martin); (4) Commission on Reading (Patrick Shannon); (5) Commission on Media (Carole Cox); and (6) Commission on Curriculum (Richard Adler). Some of the subjects discussed in the report include: the reemergence of attention to language as a foundation for curriculum and instruction; the necessity for critical evaluation of how language arts texts portray the nature of language and language variation; support for writing across the curriculum; excessive teaching loads of two-year college instructors; concern about the development of national standards and testing; what should be included and excluded in multicultural literature programs; the continuing debate about assessment; inclusion of media literacy in teacher education programs; the pedagogical implications of multimedia; more extensive involvement of teachers in ongoing curriculum development; the changing role of talk in the classroom; and the need for literature instruction at all levels centering on personal and aesthetic responses rather then answering factual questions and/or teaching isolated skills. (NKA)

ED 369 084 CS 214 282

Suhor, Charles, Comp.
Trends and Issues in English Instruction, 1994--Six Summaries. Summaries of Informal Annual Discussions of the Commissions of the National Council of Teachers of English.
PUB DATE- 94
NOTE- 12p.; For the 1992 report, see ED 344 218; for the 1993 report, see CS 214 281.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; *Educational Trends; Elementary Secondary Education; *English Instruction; Higher Education; Language Arts; Literature Appreciation; *Mass Media Role; *Reading Instruction; *Writing Instruction
IDENTIFIERS- *Educational Issues; Multicultural Materials; National Council of Teachers of English

Information on current trends and issues informally discussed and then delineated by the directors of six National Council of Teachers of English commissions, is presented in this 11th annual report. The commissions and their directors are: (1) Commission on Curriculum (Dorothy King); (2) Commission on Language (Vivian I. Davis); (3) Commission on Composition (Marilyn M. Cooper); (4) Commission on Literature (Reginald Martin); (5) Commission on Media (Carole Cox); and (6) Commission on Reading (Patrick Shannon). Some of the subjects discussed in the report include: the positive trends of teachers using information gained from research and teachers becoming more extensively involved in curriculum development; the integration of all language modes; the effort to establish comprehensive standards in English language arts for which a variety of authentic assessments can be developed; the chilling effect on curricular choices caused by increasingly effective

(150)
DESCRIPTORS- *Audience Awareness; English Departments; *Freshman Composition; Higher Education; Teaching Methods; *Writing Processes
IDENTIFIERS- Academic Discourse; *Classical Rhetoric; *Composition Theory; Expressive Writing; Process Approach (Writing)

Writing in Western culture requires mastery of both rhetorical theory and the expressive writing often promoted in composition studies, however great the conflict between them might be. The tension between these two poles can even be a source of excitement and motivation. Landmark composition studies such as those of James Britton and Janet Emig stress that expressive writing is typically the first stage of the writing process since it is least demanding and most freely accomplished by inexperienced writers. While students are becoming accustomed to the ways in which content, persona and audience play into all forms of writing, they might be asked to write for a range of readers, beginning with those less threatening, such as a group of 10-year-olds or high school students or a close friend or relative. Peter Elbow proposes that teachers of writing familiarize students with the characteristics of academic discourse as an appropriate way of showing them how to write for a particular audience. He further suggests that teachers make students aware that different disciplines may represent different audiences. Rhetoric is a means of explaining the difference between expressive writing, academic writing, and writing done outside the university, while admitting the legitimacy of all these types of writing in appropriate situations. (TB)

ED 369 103 CS 214 308

Field, Sherry; Labbo, Linda
American Families: Not Just Leave It to Beaver.
PUB DATE- 94
NOTE- 16p.; Paper presented at the Kappa Delta Pi Biannual Association (39th, Orlando, FL, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Childrens Literature; Class Activities; *Cultural Differences; Elementary Education; *Family Characteristics; Family Structure; Literature Appreciation; Multicultural Education; Reading Material Selection
IDENTIFIERS- Trade Books

This paper provides an annotated bibliography of sets of multicultural, family-related literature and suggests ways that teachers may build a sense of personal and global community in their classrooms as cultural differences are read about, discussed, and celebrated. The paper first gives a rationale for studying nontraditional, multicultural families. The paper then presents a 57-item annotated bibliography of books published between 1967 and 1993, divided into sections on grandparents; elderly friends and extended family; dealing with death; homelessness; a new baby; divorce/absent parent; growing and changing; interracial families; and siblings. The paper also offers ideas for classroom discussions and activities that extend literature study. (RS)

ED 369 104 CS 214 309

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Communication (Thought Transfer); Communication Research; Egocentrism; Feminism; *Individual Development; *Individualism; Males; Models; *Mythology; *Problem Solving; Social Responsibility; Values
IDENTIFIERS- Archetypes; Communication Behavior; Educational Issues; *Heroes

To negotiate a balance between an ideological concern for society's historical-economic development and an understanding of the individual's need for a sense of self-realization, social theory researchers should look to B. Dervin's "gap theory model" of communication. Adapted from Kenneth Burke, it offers a dynamic means of understanding how society might move from a problem (individualism leads to a competitive society that engenders fissures such as violence and pornography), to a formulation of this problem (individual rights vs. community responsibility), to possible solutions (family and media role modeling structures that encourage personal maturity in the context of social accountability). Drawing on the mythological archetypes of C. G. Jung, social theorists argue that the health of the individual should not be confused with the cult of the individual. Proper ego development through challenges, triumphs, and supportive hero-based media tales is necessary to the maturation of community leaders. Society must develop methods of forming community consensus about what sorts of social structures, media contents, and governing principles are desirable. First, however, the patriarchal, Eurocentric heritage must be confronted; this history has left many alienated segments of society wanting some form of identity enhancement before being able to fully participate in a negotiated definition of mainstream Americanism. (The generic communication model, based on Burke's model of multi-image communication and Dervin's gap theory, is shown in Figure 1. (TB)

ED 369 123 CS 508 561

Geddes, LaDonna McMurray; Helmick, Teresa A.
The "WHOOPS! Quotient" and the Wheel of Right Action: Interactive Methods for Teaching Ethics and Values in the Classroom.
PUB DATE- Nov 93
NOTE- 25p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Class Activities; Ethical Instruction; *Ethics; Higher Education; *Interpersonal Communication; Language Usage; Values; *Values Education
IDENTIFIERS- *Language Sensitivity; Questions

The Wheel of Right Action and the "WHOOPS! Quotient" both offer students an opportunity to integrate values and ethics into real world situations. The Whoops! Quotient asks students to respond to questions regarding how often they have heard or have made statements of a "white lie" nature within the past week. Responses are tallied and a total score indicates how sensitive an individual is to the language that shapes reality and the behavior of others. The Wheel of Right Action incorporates the notion of action by asking students to define included in the mailing and are included in this packet. Four appendix contain committee reports, sample letters and forms, presentation overheads, school brochures, year-round-education negotiated contract supplement, and middle school/elementary school pamphlets. (KDP)

ED 369 142 EA 025 694

Lumsden, Linda S.
Student Motivation.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 5p.; For a related document, see ED 286 284.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Ability; *Classroom Techniques; Elementary Secondary Education; *Learning Motivation; *Learning Strategies; *Student Development; *Student Motivation; Student Responsibility; Teacher Attitudes; Teacher Effectiveness; Teacher Expectations of Students
IDENTIFIERS- Structural Change

Following a brief introduction, five reports, books, and articles that examine the issues of engendering, maintaining, or regaining student motivation are summarized. While some offer specific strategies that can be used at the classroom level, others address issues beyond the classroom, recognizing that schoolwide policies and practices can also stimulate or fill students' hunger for learning. James P. Raffini challenges educators to examine the "win/lose" mentality present in many schools. He offers suggestions for structural change and class strategies designed to boost student motivation. Noting that "the classroom is not an island" Martin L. Maehr and Carol Midgley focus on schoolwide policies, practices, and procedures that have an impact on student motivation. They suggest a process through which school leaders can begin to move the school away from an emphasis on relative ability and toward an emphasis on "learning, task mastery, and effort." Carole A. Ames focuses on how motivational concepts and processes can be applied to everyday problems and decisions facing teachers. Jere Brophy gives examples of four categories of motivational strategies teachers can use to stimulate interests in learning. They are: (1) maintain students' expectations of success; (2) supply extrinsic motivation; (3) capitalize on existing intrinsic motivation; and (4) stimulate student motivation to learn. Hermine H. Marshall examines the distinctly different motivational orientations of three fifth-grade teachers. (KDP)

ED 369 143 EA 025 710

Lockwood, Robert E.; McLean, James E.
Educational Funding and Student Achievement: You Be the Judge.
PUB DATE- Nov 93
NOTE- 15p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (22nd, New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

dissatisfaction over its public schools. The Indianapolis Public Schools (IPS) system has seen over the past decade decreasing student achievement and increasing problems over student readiness to learn, basic skills, and violence. IPS has responded with a new direction, increased parent involvement, new programs, improved management, and more partnerships. Still, there are many questions left unanswered. This guide presents four different approaches to improving schools. First, schools should identify and make better use of the materials, methods, and conditions that help students learn effectively. Second, community schools should be encouraged in which schooling is a part of a larger learning environment. Schools should be reconnected with communities and serve the greater educational needs of the communities. Third, educational equity should be ensured. A renewed commitment to equity is needed to effectively educate disadvantaged children. Fourth, schools are mediocre because no one is held responsible for achievement. Teachers, administrators, parents, and students must accept responsibility for making schools excellent. (JPT)

ED 369 163 EA 025 771

Hiring, Paying & Evaluating School Administrators: A Cooperative Workbook for School Boards and Administrators.
PUB DATE- 92
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Evaluation; Administrator Guides; *Administrator Selection; Elementary Secondary Education; Promotion (Occupational); Public Schools; *Salaries; *School Administration
IDENTIFIERS- *Wisconsin

This guide was developed by a Wisconsin Policy Advisory Board for school boards and school administrators to provide a practical and understandable method of hiring, paying, and evaluating school administrators. The manual begins with the premise that clearly stated job descriptions must be developed as the basis for evaluating performance and making hiring, retention, and promotion decisions. It also provides a flexible compensation process for local decision making providing stability and fairness for administrators. A performance compensation program is also suggested based on job descriptions and improving provisions in the state retirement system for administrators. This guide includes five chapters: (1) "Job Descriptions for School Administrators"; (2) "Recruiting, Selecting, and Hiring Administrative Team Members"; (3) Identifying and Recruiting Teachers"; (4) "Evaluating Administrative Personnel"; and (5) "Compensating the School Administrator." Appendices A through I include sample job descriptions, sample postings, sample contract for administrative personnel, sample review, evaluation timeline, supervisor's appraisal of administrator's skills, client's appraisal of administrator's skills, goal/plan of action, and salary computation formula for school administrators. (JPT)

ED 369 164 EA 025 772

Price, Jay
The School Administrator Supply and Demand Report.

than do other respondents. (Contains 13 references.) (JPT)

ED 369 183 EA 025 812

Wiehe, James A.
Piecing Together an Integrated Approach to Drug-Free Schools. 1992-93 Final Report.
PUB DATE- Nov 93
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Alcohol Education; *Drug Abuse; *Drug Education; Elementary Secondary Education; Program Budgeting; *Program Effectiveness
IDENTIFIERS- *Austin Independent School District TX; *Drug Free Schools

The federal Drug-Free Schools and Communities (DFSC) Act of 1986 provides funding to school districts to help eliminate drug and alcohol use on their campuses. In 1992-93, the Austin Independent School District (AISD) received $467,362 from the act. The funds supported a wide assortment of preventative and educational programs regarding the illegal and harmful use of alcohol, tobacco, and other drugs. Student programs included the Conflict Resolution Program, Drug Abuse Resistance Education (DARE), innovative programs, Peer Assistance and Leadership (PAL), Plays for Living, private schools, Student Assistance Program, and Student Alcohol and Drug Abuse Education and Prevention Program (SADAEPP). MegaSkills was a parent program. Curriculum and staff development programs included K-12 curriculum, Medicine Education and Safety Program, Quality Schools, and All Well Health Services. Findings show that the programs helped lower alcohol and illegal drug use. The DARE and SADAEPP programs decreased the likelihood of students using alcohol or illegal drugs. Staff responded positively to the Plays for Living program. However, fewer staff believed that the presence of illegal drugs on campus is decreasing. Use of alcohol or illegal drugs by Austin students within the past 30 days was found to be two to three times the state average. (Contains 21 references.) (JPT)

ED 369 184 EA 025 813

Marable, Paula; And Others
Chapter 2 Formula. 1992-93 Final Report.
PUB DATE- Nov 93
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Failure; Alcohol Education; *Disadvantaged Youth; Dropout Prevention; Drug Education; Elementary Secondary Education; *Program Effectiveness; Program Evaluation
IDENTIFIERS- *Austin Independent School District TX; Education Consolidation Improvement Act Chapter 2

The Chapter 2 Formula provides federal funds to states through the Elementary and Secondary Education Act of 1965 (ESEA). These funds are used to help students at risk of academic failure or dropping out, support purchases and programs, and develop teachers' professional skills. In 1992-93, the Austin Independent School District (AISD) received $511,123 in Chapter 2 Formula funds for 13 programs and expenditures. Evaluation of the programs found that the Peabody Picture Vocabulary Test-Revised aided prekindergarten students. High school educators

Having Fun: What's In and What's Not. Project REC.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 91
NOTE- 38p.; For related documents, see EC 302 930-932.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Athletics; Clubs; *Disabilities; Elementary Secondary Education; Games; *Leisure Time; Normalization (Disabilities); Play; Preschool Education; *Recreational Activities; *Social Integration; *Student Attitudes; Surveys; Transportation
IDENTIFIERS- Attitudes toward Disabled

As part of a larger project which attempted to integrate students with severe disabilities into regular recreational and leisure activities, this study used a peer interest survey to identify popular recreation activities (and thus appropriate possibilities for the target population) across a variety of age groups. The survey was completed by 619 youth (ages 3 through 22) in regular education and recreation settings. The survey covered: what the respondent does for fun during free time; individual activities; activities with friends and families; sports; toys; number of people involved in a fun activity; transportation to an activity; music; membership in organized groups; and willingness to include a person with a disability. Findings are detailed in tables. Discussion of findings notes the wide variety of activities available to young people, small group size for most activities, transportation as a problem for all youth and families, relatively low interest in playing music, and relatively high interest in participating in sports. Most youth were receptive to including youth with disabilities in their recreational activities. (Contains 10 references.) (DB)

ED 369 203 EC 302 932

Moon, M. Sherril; And Others
Finding or Creating the Fun in Your Community or School: Places and Ways To Integrate Recreation Programs. Project REC.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 92
NOTE- 54p.; For relaated documents, see EC 302 930-931.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; Clubs; Community Organizations; Community Programs; *Disabilities; Elementary Secondary Education; Extracurricular Activities; Friendship; *Leisure Time; Normalization (Disabilities); *Recreational Activities; *Social Integration; Summer Programs

Developed as part of a project to integrate youth with disabilities into regular recreational and leisure activities, this report attempted to identify several programs and specific types of leisure activities that children, adolescents, and young adults with and without disabilities can enjoy together regardless of skill level. Case studies are provided to illustrate successful integration in several programs and

(Disabilities); Personal Autonomy; *Public Policy; *Quality
Control; Resistance to Change; *Safety
IDENTIFIERS- *Regulatory Evaluation; State Regulation

This policy bulletin addresses the issue of protecting the safety of people with developmental disabilities from their increased risk of neglect, abuse, and mistreatment. An article by Steven J. Taylor considers "The Paradox of Regulations," noting both the protective effects of regulations and their effect in stifling innovation and creativity and undermining normalization and community integration. The article contends that regulatory reform depends on reform of the current developmental disability service system, that people with developmental disabilities and their families should be provided with clear-cut rights and due process mechanisms, and that informal mechanisms to promote the quality and responsiveness of services should be encouraged. The remainder of the issue contrasts two approaches to increase people's security. One, which is called administrative regulation and related legal advocacy, formalizes the relationship between people with disabilities and service providers. The second, called lifesharing and other personal commitments, calls for and relies on personal commitment in building communities and protective relationships. Contributions, limits, and effectiveness factors are listed for each approach. Specific recommendations address empowering families, reducing isolation, making services more effective, and supporting the contribution of families and friends. Twelve steps to reduce regulatory excess and encourage quality are listed. (Contains an annotated bibliography of 13 items.) (DB)

ED 369 221 EC 302 951

Aveno, Arlene
The Systematic Inclusive Preschool Education Model for Children with Severe Disabilities. Final Report.
PUB DATE- Jan 94
NOTE- 125p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; Delivery Systems; *Demonstration Programs; *Mainstreaming; Models; Normalization (Disabilities); Preschool Education; *Severe Disabilities
IDENTIFIERS- *Inclusive Schools; Reverse Mainstreaming; *Systematic Integrated Preschool Education Model; Virginia

This final report describes the Systematic Integrated Preschool Education Model (SIPE) project, which established classrooms to demonstrate an inclusion model for serving preschool children with severe disabilities. A total of 33 preschool children with identified developmental disabilities and their families in three Virginia school districts were served directly by this project. Six classrooms served as demonstration classes or replication sites. Both full inclusion and reverse mainstream models were implemented. The report provides information on goals and objectives of the SIPE Project, conceptual frameworks for the SIPE model, methodological and logistical problems, project impact, and evaluation findings. Tables provide project details and evaluation results. An appendix describes SIPE model components and validity data. Contains 11 references. (DB)

ED 369 222 EC 302 952

Cox, Gary; Brandt, Vickie

incidence, service needs, prevention, and identification. The medical literature on the physical, cognitive, and behavioral characteristics of this population is reviewed. Normal and abnormal cognitive processes involved in learning and communication are discussed, bringing together discoveries from the disciplines of education, biology, sociology, speech, cognitive psychology, and the neurosciences. Practical instructional strategies for this population are also described, including the need for structure and repetition, multisensory instructional techniques, self-instruction, motivation, reinforcement, and other techniques. A chapter on educational services examines the classroom environment, curriculum, mainstreaming, classroom management of behavior, and the home-school partnership. A list of 11 resource centers concludes the book. (Contains approximately 150 references.) (JDD)

ED 369 239   EC 302 970

Rosenkoetter, Sharon E.; And Others
Bridging Early Services for Children with Special Needs and Their Families: A Practical Guide for Transition Planning.
PUB DATE- 94
NOTE- 318p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Agency Cooperation; Cooperative Planning; *Disabilities; Early Childhood Education; *Early Intervention; Family Programs; Kindergarten; Legislation; *Models; Parent Participation; Preschool Children; *Program Development; Program Evaluation; Teamwork; *Transitional Programs

This volume presents a comprehensive plan for transition of children with special needs and their families between infant or early intervention services and preschool services, and between preschool services and kindergarten. It aims to help in bridging these services to minimize the stress and increase the promise of early childhood transitions. The chapters discuss: (1) a rationale for bridge-building; (2) federal and state laws and regulations and current national trends that guide transition planning; (3) elements of effective transitions and a model useful for different kinds of transitions; (4) interagency activity needed for effective transition planning, such as defining roles, responsibilities, and timelines; (5) intra-agency coordination; (6) ways for parents and professionals to collaborate; (7) practical strategies for incorporating the preferences and concerns of diverse families; (8) concepts of developmental and instructional continuity for children; (9) actions recommended for sending programs; (10) actions recommended for receiving programs; (11) guidance for interagency planning to serve young children with complex health care needs in community settings; (12) ways to evaluate transitions; (13) the larger context of transitions among early childhood services; and (14) future directions for transition planning, with suggested roles for parents, service providers, administrators, policy-makers, and researchers. Appendixes provide a list of national projects focused on transition, sample interagency agreements, sample timelines, materials for establishing a toddler transition play group, guidelines for developing a community resource directory, and sample

PUB DATE- Apr 93
NOTE- 28p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (27th, Atlanta, GA, April 13-17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *English (Second Language); Higher Education; *Idioms; *Language Teachers; Language Usage; Native Speakers; *Pragmatics; *Second Language Instruction; *Teacher Attitudes; Teacher Behavior; Teaching Methods

This study examined the ways in which teachers of English as a second language (ESL) perceive the semantic and syntactic constraints that govern word use and the strategies they use to explain lexical anomalies to students. Twelve native speaking ESL teachers from 2 university-level intensive English programs were asked to identify, categorize, and explain lexical anomalies in each of 14 sentences. It was found that 3 teachers did not identify any categories for any of the 14 anomalies and that 7 teachers categorized fewer than 4 of the anomalies. The label that was most frequently used was "connotation," while only one teacher used "collocation," a basic term in lexical research, to categorize inappropriate idiomatic usage. The results of this study indicate that certain categories of inappropriate usage, especially animate/inanimate collocations and positive/negative collocations, are fairly transparent to ESL teachers. Although teachers did not consistently identify lexical categories, their explanations revealed considerable insight into what limits word use in these categories. The explanation strategy of illustrating word meaning by showing the relations between two or more words and by giving examples were often used appropriately in spite of inappropriate categorizations. (MDM)

ED 369 260 FL 021 972

Anderson, Ron
Preventing Language Disadvantage in the Child during the Process of Language Acquisition.
PUB DATE- Jan 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Disadvantaged Youth; Elementary Education; *High Risk Students; *Language Acquisition; *Language Skills; Language Tests; *Oral Language; Prevention; Second Language Learning; Socioeconomic Influences
IDENTIFIERS- Cummins (James); Language Barriers

This essay advances a definition of language disadvantage and applies Cummins' theory of language acquisition to a model of assessment designed to determine the existence and degree of language disadvantage. Language disadvantage is defined as the difference between a person's ability to learn a language compared to that same person's actual amount of learned language. Language disadvantage in second language learners and persons from lower socioeconomic strata is emphasized. Specific tests and their application to this assessment are discussed, intervention: prescriptive, informative, and confronting, all reflecting authoritative intention on the part of the supervisor; and cathartic, catalytic, and supportive, reflecting facilitative intention. It is proposed that supervisory feedback is most precise when a balance between authoritative and facilitative intention is maintained. Three kinds of intervention are distinguished: valid (appropriate); degenerate (failing in one or more respect); and perverted (deliberately malicious). (MSE)

ED 369 281 FL 022 030

Fahmy, Jane Jackson; Bilton, Linda
Planning a TEFL Education Program: Policies, Perspectives and Promise.
PUB DATE- 92
NOTE- 27p.; In: Sadtono, Eugenius, Ed. Language Teacher Education in a Fast-Changing World. Anthology Series 29; see FL 022 023.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Developing Nations; *Educational Needs; *English (Second Language); Foreign Countries; Higher Education; Language Proficiency; *Language Teachers; *Preservice Teacher Education; Program Descriptions; Program Development; Secondary Education; Second Language Instruction; Surveys; *Teacher Attitudes; Teacher Education Programs; Undergraduate Study
IDENTIFIERS- *Sultan Qaboos University (Oman)

The undergraduate program to train secondary school teachers of English as a foreign language (TEFL) at Sultan Qaboos University (SQU) in Oman is examined. First, the Omani context of language learning is discussed, notably need for English language skills for technological and economic development in a region with limited contact with the West and some resistance to westernization. A study exploring need for and constraints on a new TEFL program is reported. The study consisted of (1) ethnographic analysis of the sociocultural context for such a program, and (2) a survey of student teachers in the program. The ethnographic portion of the study looked at existing patterns of formal language learning and underlying attitudes, informal language learning opportunities, supply and qualifications of English language teachers, national language policy, and design of the SQU program. The survey, of 74 program participants, elicited information about student educational and language background, self-reported English language skills, attitudes toward the English language and culture, perceived role of English in Oman, and design of the SQU program. Results indicate students had high to intermediate English proficiency but desire for further training, were studying English for practical purposes, and were little concerned about westernization. (MSE)

ED 369 282 FL 022 031

Whitson, Gayle; Bodycott, Peter
Using Feedback and Reflection as Tools in Bridging the Theory-Practice Link in Language Teacher Training at the Primary Level.
PUB DATE- 92
NOTE- 17p.; In: Sadtono, Eugenius, Ed. Language Teacher Education in a Fast-Changing World. Anthology Series 29; see FL 022 023.
LANGUAGE- English

instruction, as well as student and staff survey forms, used in the project. (MDM)

ED 369 303 FL 800 740

English as a Second Language: Implementing Effective Adult Education Programs.
PUB DATE- 93
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Education; Adult Students; Articulation (Education); Counseling Services; Courseware; Curriculum Design; Curriculum Development; Educational Facilities; Educational Policy; *English (Second Language); English for Academic Purposes; English for Special Purposes; Information Dissemination; Learning Theories; *Literacy Education; Marketing; Outreach Programs; Program Administration; Program Effectiveness; Program Evaluation; *Program Implementation; Scheduling; Staff Development; Student Characteristics; Teacher Selection; Vocational English (Second Language)
IDENTIFIERS- California

The manual is designed to assist California educators and public in understanding the various aspects of an effective English-as-a-Second-Language (ESL) program for adults. It provides theory-based and practical guidelines for conceptualizing, planning, designing, managing, and evaluating such programs. Chapters address these topics: the adult ESL population (California demographics, student motivation, benefits to client and community); program philosophy (second language learning theory, adult learning theory, cultural and practical factors that affect adult learning); design of ESL programs (general, academic, vocational, special); management of ESL programs (teacher and staff selection, staff development, facilities and scheduling, communication and articulation, outreach, seeking additional resources); counseling, guidance, and student assessment (counseling and guidance services, ESL assessment, placement, monitoring progress, certification); instruction (goals and objectives, organization of instruction); and evaluation of instructional programs (purposes, planning, and use of findings). Appended materials include notes on selection of computer software and on community outreach, successful promotional ideas, evaluation questions for program administrators, and a program evaluation plan. References listed include evaluation instruments, readings in second language learning, and readings and references for adult education program evaluation. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 369 304 FL 800 747

The New York City Adult Literacy Initiative. Final Report, 1991-92.
SPONS. AGENCY- New York City Office of the Mayor, N.Y.; New York State Education Dept., Albany.
PUB DATE- Dec 93
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

percent, Asians by 82 percent, and Native Americans by 62 percent; and (7) there is a strong correlation between education and earnings. The report concludes that, to make a college education available to students and families regardless of race and income, Minnesota needs effective and integrated action by public policy, education, community, and business leaders. (Contains 12 references.) (JDD)

ED 369 322 HE 027 360

Lyman, Barbara Gallow, Ed.; Payne, Emily Miller, Ed.
National Association for Development Education Annual Conference Proceedings (16th, San Antonio, Texas, February 26-March 1, 1992).
PUB DATE- Mar 92
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Compensatory Education; *Developmental Programs; Higher Education; *High Risk Students; Mathematics Instruction; Reading Instruction; *Remedial Instruction; *Remedial Programs; Research Methodology; *Teaching Methods; Writing Instruction
IDENTIFIERS- *Diversity (Student)

This proceedings document provides one to two page versions of papers presented on the theme of celebrating diversity in developmental education, focusing on the areas of research, administration and learning assistance, writing, reading, and mathematics. Papers include, among others: "Gender Differences in Variables Related to Academic Achievement" (Pamela VanVoorhees Thomas and others); "Student Developmental Task and Lifestyle Inventory: Applications in Developmental Education" (Patricia L. Dwinell and Jeanne L. Higbee); "Use of the Science Inventory in Assessment: Teaching Science to the Underprepared College Student" (Mary H. Brown); "Not Playing by the Numbers: The Case for Case Study" (Janet Worthington); "Doing Ethnography: A Workshop for Qualitative Research" (Victoria Burkhart Faherty and others); "Using Reflective Teaching as Tutor Training Activities" (Rhonda Holt Atkinson); "Meeting Diversity's Challenge: The Comprehensive Academic Support Program" (Sylvia Gamboa and others); "Keeping a Journal: Self-Inquiry into Professional Growth" (Barbara G. Lyman and Emily Miller Payne); "The Senior Lecturer Program: Rewarding Part-Time/Adjunct Faculty" (Christine Hall and Carol Atnip); "What They Say and What They Do: Revision Strategies of Adult Developmental Writers" (Martha S. French); "Improving the Audience Awareness of Developmental Writers" (Patricia McAlexander); "Designing Portfolios for a Basic Writing Class" (Caroline Stern); "Cooperative Learning in the Developmental Studies Math Classroom" (Charlene B. Key); and "Assessment and Placement for Developmental Mathematics: A Collaborative Effort" (Ann S. Bretscher and Patricia L. Dwinell). (JDD)

ED 369 323 HE 027 361

Lyman, Barbara Gallow, Ed.; Payne, Emily Miller, Ed.
National Association for Developmental Education Annual Conference Proceedings (17th, Washington, D.C., March 17-21, 1993).
PUB DATE- Mar 93
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)

*Test Use; *Test Validity; Writing Skills
IDENTIFIERS- *Alternative Assessment

A project was conducted to develop and implement a comprehensive assessment system in existing adult education programs. Weekly site visits were made to four programs as follows: a segment of a large adult program offering literacy, General Educational Development (GED), and specialized technical courses; a small community-based program with literacy and GED components; a small community-based program focusing on career development for women wishing to reenter the work force; and a career development program for women that provided training in computer and secretarial skills with an adjunct literacy component. Adult informal measures (AIM) were developed along with AIM development/use guidelines. Data from site observations and student and teacher interviews indicated that informal assessment and portfolio development can be useful to instructors for students at all ability levels in all types of adult education settings if learning outcomes are clearly defined before implementation of an instructional program; however, no relationship between alternative and standardized assessment measures could be validated because of inconsistent use of the measures and the small numbers of students studied. (Appended are pre- and posttest data for the programs and 13 reading, writing, and spelling AIM developed for use in peer, teacher, and self-evaluation.) (MN)

ED 368 866 CE 065 972

Staff Development for Volunteers: Distance Education through the Home Study Option.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 22 Jul 93
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Annotated Bibliographies; *Distance Education; *High School Equivalency Programs; *Home Study; Instructional Materials; Program Development; *Program Effectiveness; Rural Areas; Staff Development; *Tutoring; *Volunteer Training
IDENTIFIERS- 353 Project; General Educational Development Tests; *Pennsylvania

An existing 353 project that used professional staff as distance education contact persons for students in General Educational Development (GED) programs in rural areas was modified so that volunteer instructional aides (IAs) could serve as contact persons for GED students choosing the program's home study option. A home study packet to be used in conjunction with the program was developed and distributed to a total of 13 volunteers in 3-hour training sessions that were delivered at 2 locations in rural southwestern Pennsylvania. The volunteer IAs were then matched with 13 students. The IAs and students met once each month but spoke by phone more frequently. Monthly follow-ups were conducted by separate reports from the students and IAs. Most of the volunteers found the program beneficial and successful. The home study option students also felt strongly about the program. (The tutor evaluation form is appended. The following are also included: the distance education tutor training packet, which contains information on the history of distance and rural education, GED tests, and the characteristics of students in GED programs; tips for tutors; a

ED 368 885 CE 066 050

Molek, Carol
Student Legal Issues. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 30 Jun 93
NOTE- 365p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Education; Civil Law; Consumer Protection; Inservice Education; *Law Related Education; Laws; *Legal Problems; Program Development; Program Implementation; *Staff Development; Workshops
IDENTIFIERS- 353 Project

This report describes a project designed to educate adult education staff on legal issues that affect students so that staff could instruct and support students on the problems they faced. Staff were trained to help students recognize which problems they could handle and which required professional legal consultation. Six workshops (3 hours each) were presented on these legal issues, which were identified as areas of need: family law; housing law; public benefits; health law; consumer law; and employment law. Over 20 adult educators and literacy providers attended each workshop. A training packet was developed as a prototype for inservice training elsewhere. In addition, three student workshops were offered. The 14-page report is accompanied by appendixes that contain the following: public relations/publicity materials and communications dealing with staff development and student workshops; staff development and student workshop evaluations; and all training materials in reproducible form for the staff development workshops on all 6 issues and student workshops on benefits, family law, and housing law. These workshop materials include content outlines, handouts, and sample forms. (YLB)

ED 368 886 CE 066 055

Topics for Lehigh County Seniors.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 93
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; *Basic Skills; Community Colleges; *Consumer Education; County Programs; Course Descriptions; *Educational Needs; *Fused Curriculum; Lesson Plans; Needs Assessment; *Older Adults; Partnerships in Education; Program Development; Program Effectiveness; Questionnaires; School Community Relationship; Skills; Two Year Colleges; *Workshops
IDENTIFIERS- 353 Project; *Pennsylvania (Lehigh County)

Lehigh County Community College (Pennsylvania) and the Lehigh County Senior Citizens' Center collaborated on a project to assess the learning needs of the senior center's 1,600 members. A needs assessment completed by 68 center members and interviews of an additional 38 center members established that senior citizens preferred short-term workshops targeting skills. (MN)

ED 368 904 CE 066 107

Leaders of Change! Successful Workforce Development Projects. Envisioning a Competitive America: The Workforce Development Forums (Boston, Massachusetts, April 14-16, 1993; Des Moines, Iowa, May 26-28, 1993; Albuquerque, New Mexico, July 14-16, 1993).
PUB DATE- Nov 93
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Community Programs; Cooperative Planning; Coordination; Correctional Education; Delivery Systems; Economic Development; Educational Change; *Employment Services; Job Banks; Job Development; Job Placement; Job Search Methods; *Job Training; *Labor Force Development; Leadership; Models; Outreach Programs; *Partnerships in Education; Postsecondary Education; Rural Areas; School Business Relationship; Secondary Education; *Systems Approach; Transfer of Training; Vocational Education; Workshops
IDENTIFIERS- Empowerment

This compendium, which is intended as a resource for state and local policymakers and practitioners to use in addressing work force development issues in their states, describes successful projects based on various work force development strategies in the areas of collaboration, empowerment, and systematic change. Some of the models included were originally presented in a series of workshops held as part of three national forums. A total of 61 descriptions of projects illustrating ways in which various partners in business, labor, education, and all levels of government are working together in communities to find better methods of preparing the U.S. work force to meet the demands of the labor market of the future are organized into three sections as follows: innovative work force development programs that are successful because of partnerships (26 programs), programs using new technologies and initiatives to give job seekers and employers expanded access to employment services (20 programs), and programs in which innovative practices are used to create a new employment and training infrastructure (15 programs). Each program description includes the following: state in which the program is offered, program title, program description (including goals and key features/services), who benefits, team players, and a contact person. (MN)

ED 368 905 CE 066 123

Imel, Susan; And Others
More than the Sum of the Parts: Using Small Group Learning in Adult Basic and Literacy Education. A 353 Special Demonstration Project.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Educational Services.
PUB DATE- 94
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Basic Skills; Curriculum

Long, Huey B.; And Others
Self-Directed Learning: Application and Research.
PUB DATE- 92
NOTE- 400p.; Based on papers presented at the International Symposium on Adult Self-Directed Learning (5th, Norman, OK, 1991).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Adult Education; *Adult Learning; Adult Students; Classroom Techniques; Educational Research; Family Relationship; Foreign Countries; Higher Education; *Independent Study; *Lifelong Learning; *Professional Continuing Education; Student Evaluation; Teacher Education; *Teaching Methods
IDENTIFIERS- Germany; Self Directed Learning Readiness Scale

These 23 papers provide as complete a picture as possible of the current efforts in self-directed learning application and research. The papers are: "Learning about Self-Directed Learning" (Long); "Philosophical, Psychological, and Practical Justifications for Studying Self-Direction in Learning" (Long); "In Search of Consensus in the Study of Self-Directed Learning" (Confessore, Confessore); "A Unifying Framework for Data-Based Research into Adult Self-Directed Learning" (Danis); "What's in a Name? The Language of Self-Directed Learning" (Gerstner); "Free-Will, Freedom, and Self-Directed Learning" (Jarvis); "Research in Self-Directed Learning: Some Critical Observations" (Caffarella); "Validation Study of the Self-Directed Learning Readiness Scale with University and Community Art Students" (Jones); "A Descriptive Investigation of the Construct of Self-Direction" (Redding, Aagaard); "An Exploratory Study of Self-Directed Learning Readiness and Field Independence/Dependence among Students in Architectural Design Studios" (Price, Kudrna, Flegal); "Familial Relationships in Readiness for Self-Directed Learning" (Guglielmino); "An Analysis of a Modified Form of Guglielmino's Self-Directed Learning Readiness Scale" (Long, Walsh); "Self-Directed Learning in the Federal Republic of Germany" (Straka, Will); "Adult Learners in Academic Settings: Self-Directed Learning within the Formal Learning Context" (Kasworm); "A Comparative Study of Selected Student Data to Determine Relative Success of Students Enrolled in Telecourses versus Those Enrolled in Live Classes at Rogers State College" (Titsworth, Hess, Hawkins); "Educational Context, Motivational Orientation, and Cognitive Flexibility in Undergraduate Nursing Education" (Loving); "Evaluation and Self-Directed Learning" (Steele); "Preparing the Learner for Self-Directed Learning" (Piskurich); "Individualizing the Instructional Process: What We Have Learned from Two Decades of Research on Self-Direction in Learning" (Hiemstra); "Evaluation of a Self-Directed Learning Program for Adult Learners" (DeJoy, Mills); "Dimensions of Self-Directed Learning in Personal Change: The Case of Weight Loss" (Courtney, Rahe); "Adult Self-Directed Learning in a Professional Program" (Moran, Weatherby); and "The Continuum of Self-Directed Learning within a Graduate Professional Course" (Baker, Nishikawa). The volume contains 42 tables and 10 figures. (YLB)

ED 368 923 CE 066 181

Long, Huey B.; And Others
Emerging Perspectives of Self-Directed Learning.
PUB DATE- 93
NOTE- 281p.; Based on revised and modified versions of papers presented at the International Self-Directed Learning Symposium

with higher wages for women. The union wage premium for minority women is about 45 percent. Unions increase wages more at the low end than at the high end of income distribution. The pay gap between male and female workers in a unionized work force is smaller than in a nonunionized work force. Unionized women earn 75 cents for every dollar earned by unionized men; nonunionized women earn 68 cents for every dollar earned by unionized men. Unionized women have twice as many years on the job as nonunion workers. Unions increase tenure more for low-wage women than for high-wage women. (SK)

ED 368 942 CE 066 274

Tibbetts, John; And Others
The Adult Learner. Training Packet for a Three-Session Workshop. Study of ABE/ESL Instructor Training Approaches.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 93
NOTE- 133p.; For related documents, see ED 338 605, ED 344 054-056, and CE 066 275-281.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; *Adult Development; Adult Educators; *Adult Learning; Adult Students; Cooperative Learning; Educational Planning; *English (Second Language); Instructional Materials; Learning Theories; *Lesson Plans; *Teacher Education; Teacher Education Programs; Teacher Workshops; Teaching Guides; Transparencies

This training packet on the adult learner is 1 of 10 developed by the Study of Adult Basic Education (ABE)/English as a Second Language (ESL) Training Approaches Project to assist ABE instructors, both professionals and volunteers. The packet is intended to stand alone and encompasses a three-session workshop series with activities scheduled for participants to accomplish between sessions. Ideally, the sessions should take place about 1 month apart. Introductory materials include information about the series and the training packet, a workshop overview (objectives, time, materials checklist, preparations checklist), and workshop outline for each session. Trainer notes for each session include a checklist of tasks to be completed before the session and an outline of activities with necessary materials and times. Topics covered in the sessions are as follows: ABE/ESL adult learners; views of adult development; cooperative learning; implications of adult learning theory for instructional planning; and lesson planning. Time is allowed for preparation for the home task and feedback on the home task. Trainer's supplements for sessions 1 and 2 contain possible responses and additional instructions. Masters for all handouts and transparencies needed in the sessions are provided. Three supplementary readings for session 1 conclude the packet: The Importance of Context in Adult Learning; Views of Adult Development; and 27 References for Supplementary Readings. (YLB)

ED 368 943 CE 066 275

Osher, David; And Others
Learning Disabilities: Learner-Centered Approaches. Training Packet for a Three-Session Workshop. Study of ABE/ESL Instructor Training Approaches.
SPONS. AGENCY- Office of Vocational and Adult Education (ED),

Children" (Rowena Russell); "Keyboarding to Desktop Publishing in Middle School" (Sharon Andelora); "Youth Apprenticeship Programs--Business and School Partnerships" (William H. Cassidy); "The Administrative Steps for Implementing Applied Academics" (Mari C. Shaw); "All Business Is Global" (Joanne Phillips): "In Pursuit of Virtual Learning Alliances: A Passion to Integrate Curriculum and Instruction" (Thomas Haynes); "Preparing Students for a Changing Work World" (James E. Miles); "Preparing Students for a Culturally Diverse Workplace" (Jeanette J. Purdy); "Successful Promotion of Business Education" (Carla Gries); "Teaching Business Education to Special Groups" (Renae Humburg); "Business/Industry Training Seminars" (Deborah Riley); "Open Entry-Open Exit Classes" (Charlotte Montanus, Mark Montanus); "Teaching Courses for Business" (Lina M. Cunningham Smith); "Expanding Horizons Overseas" (Burt Kaliski, John P. Fleming, Lynda R. Gamans, and R. Larry Johnson); "Local Area Networks" (Patsy A. Dickey-Olson); "Distance Learning" (Cynthia Denton); and "Professional Pizazz: Use It or Lose It!" (Janet Scaglione). (KC)

ED 368 962   CE 066 358

Swift, Doug; And Others
Funding Vocational Education. A Study To Enhance Employability Standards of Students in New Mexico.
SPONS. AGENCY- New Mexico State Dept. of Education, Santa Fe. Div. of Vocational, Technical, and Adult Education.
PUB DATE- Nov 93
NOTE- 133p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Facilities; *Educational Finance; *Educational Needs; Equipment; Expenditure per Student; *Program Costs; *Program Improvement; Secondary Education; *State Programs; *Vocational Education
IDENTIFIERS- *New Mexico

A study was conducted to determine the costs of vocational education programs in excess of, or in addition to, the costs of "regular" education for grades 7-12 in New Mexico. Data were gathered through a literature review, a study of vocational education funding formulas of other states; a review of the data from the New Mexico Vocational-Technical Information System for 1991-92 and from vocational programs in the state; visits to exemplary vocational education in and out of state; and interaction with an advisory committee formed for the project. The study identified the following characteristics of high quality programs: (1) enthusiastic teachers; (2) a goal of education for a career; (3) individualized instruction; (4) mastery of specified competencies and high expectations; (5) involvement of business and industry; (6) student organizations; (7) involvement in competency events; (8) articulation between secondary and postsecondary programs; (9) integration of academic and vocational curriculum; (10) up-to-date equipment and computers; and (11) the presence of a local vocational director. Insufficient data were developed to determine a dollar amount for the additional cost of vocational education or a ratio of cost of vocational education to the cost of regular education, although the data pointed to supplies and materials, student organizations, space, and equipment as increasing the costs of vocational education. Recommendations were made to change the funding formula for vocational education, to request annual appropriations for

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; *Business Correspondence; Business English; *Job Skills; Learning Activities; *Literacy Education; Skill Development; *Writing Instruction
IDENTIFIERS- *Workplace Literacy

This workbook, designed for workplace literacy courses, contains materials for a business writing course. The course presents the fundamentals of effective business letter writing, focusing on logical organization, word choice, style, tone, and clarity. The course uses students' own examples as well as practice exercises for reinforcement. Introductory materials include objectives and a topical outline. The 16 sessions of the course cover the following topics: analyzing an author's purpose, the reader, the style, and the tone; prewriting--brainstorming, organizing, and freewriting; writing clearly and correctly; and editing. The lessons include information sheets and exercises, such as sentence completion, fill-in-the-blanks, and simulations. (KC)

ED 368 982 CE 066 412

Burt, Lorna; Lewandowski, Carol
Documentation.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 94
NOTE- 55p.; For related documents, see ED 351 578-599 and CE 066 398-418.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; Business Correspondence; Business English; *Documentation; *Job Skills; Learning Activities; *Literacy Education; Skill Development; Visual Aids; *Writing Instruction
IDENTIFIERS- Workplace LIteracy

This workbook, designed for workplace literacy courses, contains materials for a course on documentation. The six sessions of the course cover the following topics: (1) general principles of procedure writing; (2) principles of clear communication (clarity, audience, visuals) and identification of systems types, accounts, and customer requests; (3) working with examples and fixing bad documentation; (4) good and bad documentation; (5) students writing their own documentation; and (6) students critiquing others' documentation work. The lessons include information sheets and exercises, such as sentence completion, fill-in-the-blanks, and simulations. (KC)

ED 368 983 CE 066 413

Burt, Lorna
Making the Point: Writing in the Workplace.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 94
NOTE- 143p.; For related documents, see ED 351 578-599 and CE 066 398-418.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.

children. A number of factors are involved in the psychodynamics of emotional maltreatment: (1) parents' ambivalent feelings toward themselves and their children; (2) their projection of their negative traits onto their children; (3) a confusion of emotional hunger with love; (4) the exclusivity of traditional couplings; and (5) the utilization of the child as a symbol of immortality. The more parents were deprived or abused during their formative years, the greater the impairment of their parental functions. The nuclear family is not inherently detrimental to human mental health, but it has evolved into a destructive institution. Only by dealing with the issues that make families dysfunctional can family life be made more supportive and constructive for children. (Contains 118 references.) (CC)

ED 369 004 CG 025 293

Walker, Janet K.
Stress and Western Kansas High School Students.
PUB DATE- 93
NOTE- 143p.; M.S. Thesis, Fort Hays State University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Adolescents; Family Characteristics; Females; High Schools; *High School Students; Males; Religious Factors; Sex Differences; Small Schools; *Stress Variables
IDENTIFIERS- *Kansas (West)

Research on adolescent stress indicates that most high school students have experienced stress. This study was conducted to learn more about stress in western Kansas high school students. The sample was from 1A schools, defined as having less than 75 students enrolled in grades 10 to 12. Three-hundred twenty-two students participated. Stress was scored from the following scales of the Stress Questionnaire: (1) School; (2) Relationships; (3) Self; and (4) Total. Independent variables measured included gender, grade level, family structure, and religious factors. Consistent with other research, the results of an analysis of variance indicated that females reported greater stress than males. Much of the literature on adolescent stress indicates that coping skills improve as students progress from freshman to senior, but the results of this survey indicated that female seniors reported greater stress than any other classification group. Freshman males reported the least stress. The study also indicated that high school students from foster parent families had lower stress than those from intact families, although, in common with other research, greatest stress was reported for adolescents in single-parent and step-parent families. Students who prayed once a day indicated greater self- and total stress than those who never prayed. School counseling and interventions should be targeted toward student populations which tend to suffer greater stress. (CC)

ED 369 005 CG 025 311

Yee, Darlene
Long-Term Care Administration at San Francisco State University.
PUB DATE- 21 Mar 94
NOTE- 19p.; Paper presented at the Meeting of the American Society on Aging (40th, San Francisco, CA, March 19-21, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

Interviews with program staff and participants suggest that the number of youth wanting a mentor exceeded the number of volunteers. The report profiles the adolescents, the correlations of delinquency, and the importance of social support in young lives. Also presented are the recruiting, training, and matching of mentors as well as evaluations and characteristics of the mentor/adolescent matches. Among the conclusions, it is believed that such mentoring programs would be feasible if systems could devote significant staff resources to recruiting, screening, training, and supervising the mentor, in addition to overseeing the mentor/youth relationship. The study includes an appendix on methodology, and 13 tables which display data sources, the characteristics of the matches, reasons for termination, and other information. Contains 36 references. (RJM)

ED 369 025 CG 025 373

Andris, Lydia M.; And Others
Adolescent Clients of Washington State's Division of Alcohol and Substance Abuse Services: A Descriptive Study.
PUB DATE- Feb 92
NOTE- 139p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; *Alcoholism; Disadvantaged Environment; *Disadvantaged Youth; *Drug Abuse; Secondary Education; *Social Environment; Social Indicators; Special Health Problems
IDENTIFIERS- *Washington

Many adolescent clients of the Division of Alcohol and Substance Abuse (DASA) in Washington come also with psychiatric problems, are involved with the legal system, live with someone who abuses drugs or alcohol, have poor social support networks, or live in poverty. This report describes a sample of adolescent clients who received treatment and/or assessment services funded by DASA in early 1990. Following the report's Introduction, which outlines the background, methods, report organization and limitations, the study profiles client placement into inpatient, intensive outpatient, and regular outpatient treatment modalities. Adolescents were then followed through the three stages of the treatment process: (1) assessment; (2) entry into treatment; and (3) completion of the planned treatment. Researchers compared clients assessed with a non-serious drug or alcohol problem with those considered as abusing or addicted to one or both substances. Investigators identified characteristics of clients involved with the court system and examined the differences in the characteristics and placement of clients from Eastern and Western Washington. The final chapter presents clients' results on the Personal Experience Inventory. Six appendices present statistical results and demographic information. The myriad problems of these adolescents make them a difficult group to treat--they may require an array of services of which drug and alcohol treatment is an important, but solitary, component. (RJM)

ED 369 026 CG 025 374

Mayo, Vicki D.; Tanaka-Matsumi, Junko
Think Aloud Statements and Solutions of Dysphoric Persons on a Social Problem-Solving Task.
PUB DATE- 93

One group predicted missing characters using English text, and the second group was required to predict missing characters from English-like pseudo-text generated from the original text using a procedure that retains the statistical characteristics of the original text while draining it of semantic content. Results indicated significant differences in the performance of the two groups. Overall redundancy of the text was approximately 50% and non-semantic sources (orthography and syntax) accounted for approximately 70% of this total. (Contains 8 references.) (RS)

ED 369 045   CS 011 663

Gieniec, Colleen; Westerholt, Sheri
A New Look: Basals of the Nineties.
PUB DATE- 94
NOTE- 67p.; CIRL 627 Research in Reading Project, William Paterson College.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Basal Reading; Content Analysis; Elementary Education; Grade 1; Grade 4; Literature Appreciation; *Reading Materials; Reading Research; *Reading Skills; *Student Evaluation; Textbook Evaluation

A study determined whether basal series published in 1993 are consistent with research on literacy development which indicates that children need authentic text that is full-length, unedited and connects content to the reading experience. Pupil editions, teacher's manuals, lesson structure, skills taught, the amount of skill work compared to coherent reading of continuous text, and assessment suggestions offered in the first- and fourth-grade versions of basals published by MacMillan/McGraw-Hill, Harcourt Brace Jovanovich, Houghton Mifflin and Scott Foresman were examined. Results indicated that: (1) the basals, particularly the first-grade versions, have dramatically increased the amount of authentic literature; (2) teacher manuals remained voluminous but were less directive; (3) students were engaged in coherent reading 50% of the time, compared to 30% of the time as indicated in a 1991 study of basals; (4) skill development was still heavily emphasized; (5) scope and sequence charts reflected a shift in skill development toward strategic reading skills, literary appreciation, and language/writing skills; and (6) informal assessment suggestions reflecting portfolio profiles were available in the teacher's editions of each of the examined series. Recommendations for selecting commercially produced reading materials include: form a committee of teachers, administrators, and parents to assess literacy expectations and materials selection; look beyond packaging to see if authentic literature is used; examine the teacher's manual for usefulness and practicality; see whether assessment measures are testing-oriented or performance-based; and pilot the two final choices. (Contains 10 references, 19 tables, and 6 figures of data; profiles of the basal series are attached.) (RS)

ED 369 046   CS 011 664

Ferlazzo, Janet S.
The Effect of Reading Aloud on a Child's Success in First Grade.
PUB DATE- Apr 94
NOTE- 32p.; M.A. Project, Kean College of New Jersey.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

(120)
DESCRIPTORS- *Class Organization; Cross Age Teaching; Elementary Education; *Grouping (Instructional Purposes); *Language Arts; Mainstreaming; Team Teaching
IDENTIFIERS- Educational Issues

A major task involved in teaching pupils is to group them wisely for instruction. Most elementary schools group learners in terms of a self-contained classroom. While it may seem extreme, all curriculum areas on each grade in the elementary school may be departmentalized. In some ways, departmentalization harmonizes more with a separate subjects curriculum as compared to the self-contained classroom approach in grouping pupils for instruction. The controversy continues over homogeneous versus heterogeneous grouping of pupils for instruction in the language arts--each system has advantages. An open-ended approach to grouping pupils is to use learning centers. A dual progress plan in grouping pupils for instruction is generally implemented on the intermediate-grade level. The team teaching approach emphasizes that two or more teachers plan together the objectives, learning activities to achieve these ends, and the evaluation procedures to ascertain how much pupils have learned. Some educators advocate having pupils of different age levels taught in a single classroom. Mainstreaming of pupils has made for an increased amount of heterogeneous grouping of pupils in the United States. Teachers, administrators, and parents need to have an open mind in terms of how learners should be grouped so that each pupil can attain as much as possible in the school curriculum. (RS)

ED 369 067 CS 011 685

Mullis, Ina V. S.; And Others
NAEP 1992--Reading Report Card for the Nation and the States: Data from the National and Trial State Assessments.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Sep 93
NOTE- 323p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Assessment; Elementary Secondary Education; Grade 4; Grade 8; Grade 12; *Reading Ability; *Reading Achievement; Reading Instruction; Reading Research; Sex Differences; Teacher Behavior
IDENTIFIERS- *National Assessment of Educational Progress; Trial State Assessment (NAEP)

The National Assessment of Educational Progress' (NAEP) 1992 reading assessment was administered to nationally representative samples of fourth-, eighth-, and twelfth-grade students attending public and private schools, and to state representative public-school samples of fourth graders in 43 jurisdictions. Nearly 140,000 students were assessed in all. Data were summarized on the NAEP reading proficiency scale ranging from 0 to 500, and results were reported according to three achievement levels at each grade--basic, proficient, and advanced. Major findings were that (1) 59% of the fourth graders, 69% of eighth graders, and 75% of twelfth graders reached the basic level or beyond; (2) 25%, 28%, and 37% of grade 4, 8, and 12 students met or exceeded the proficient level, respectively; (3) from 2% to 4% of students at any of the grade levels achieved the "advanced" performance level; (4) fourth graders within the basic level generally understood simple narratives; (5) eighth graders reading within the basic lobbying to privatize education; equity issues; the need for redefining assessment in writing; issues of access, pedagogy, and resources involved with the use of computer and media technology in the writing classroom; the trend toward including writing in the study of literature and literature in the study of writing; the derivation of new interpretive strategies from technologies such as hypermedia, CD ROM, and multimedia; censorship; national trends in media literacy; the need for expanded networking among arts organizations; interdisciplinary approach to media education; and the primary trend in reading education towards national content standards. (RS)

ED 369 085 CS 214 283

Hanson, Linda K.
Directing a Basic Writing Program: Encouraging Diversity among Students and Instructors.
PUB DATE- 17 Mar 94
NOTE- 21p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Basic Writing; Change Strategies; Higher Education; Portfolios (Background Materials); *Program Administration; Program Content; *Program Development; Remedial Programs; Student Evaluation; Writing Difficulties
IDENTIFIERS- *Ball State University IN; Basic Writers; Portfolio Approach

Although successful by some standards, the basic writing program at Ball State University, Indiana, was altered over a period of several years because it was making incompatible demands on teachers and students alike. Public perception of the course allowed teachers some flexibility in writing instruction, but it demanded instruction in grammar and spelling. Pedagogically, instruction in formal grammar and discrete skills was unsound. Several principles guided the program director: (1) collaboration; (2) respect for faculty, for individual strengths and weaknesses; (3) respect for students, for individual strengths and differences; and (4) pragmatic politics. Major tasks included reshaping the public messages the program sent out about itself; implementing a "placement for success" formula and developing a portfolio placement procedure for students who "fall in the cracks"; evaluating writing rather than assessing competency in discrete skills in grammar and spelling; moving from a positivist, product-centered program to a social constructivist, process driven program with decentered programs; integrating assessment, pedagogy, and course goals; and developing and implementing program-wide portfolio assessment procedures. A sense of equity and of shared responsibility will be of prime importance as the program director and faculty contemplate further modifications. (RS)

ED 369 086 CS 214 284

Whipple, Bob
From Other to Community: Making the Writing Center an All-University Facility.
PUB DATE- Oct 92
NOTE- 16p.; Revised version of a paper presented at the Annual Meeting of the Midwest Writing Centers Association (11th, St.

Downing, David B., Ed.
Changing Classroom Practices: Resources for Literary and Cultural Studies. Refiguring English Studies.
PUB DATE- 94
NOTE- 336p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Classroom Techniques; *College English; Curriculum Development; *English Instruction; Feminism; Higher Education; *Literature Appreciation; *Teaching Methods; *Theory Practice Relationship; Undergraduate Students

Offering models for what reconfigured literary and cultural studies classrooms might look like, this book suggests new directions for teachers of literary and cultural studies seeking to change their own classroom practices and curriculum designs in a time of significant cultural uncertainty. The 14 essays in the book are grounded in the classroom, accessible to theorist and nontheorist alike. Essays in the book are: (1) "Configurations of Lore: The Changing Relations of Theory, Research, and Pedagogy" (David B. Downing and others); (2) "Human Labor and Literature: A Pedagogy from a Working-Class Perspective" (Janet Zandy); (3) "The Cultural Work of Teaching Noncanonical Poetry" (Cary Nelson); (4) "A Room of Whose Own? Lessons from Feminist Classroom Narratives" (Paula A. Treichler); (5) "Two Women on the Verge of a Contextual Breakthrough: Using 'A Feminist Dictionary' in the Literature Classroom" (Barbara DiBernard and Sheila Reiter); (6) "Local Struggles/Partial Explanations: Producing Feminist Theory in the Classroom" (Ellen E. Berry and Vivian Patraka); (7) "Feminist Sophistics: Teaching with an Attitude" (Dale M. Bauer and Susan C. Jarratt); (8) "Pedagogy of the Distressed" (Jane Tompkins); (9) "A Pedagogy of Counterauthority, or the Bully/Wimp Syndrome" (Gerald Graff); (10) "The Teacher's Authority: Negotiating Difference in the Classroom" (Patricia Bizzell); (11) Collective Pain: Literature, War, and Small Change" (C. Mark Hurlbert and Ann Marie Bodnar); (12) "The Role of Rhetorical Theory, Cultural Theory, and Creative Writing in Developing a First-Year Curriculum in English" (Alan Kennedy and others); (13) Transforming the Academy: A Black Feminist Perspective" (Beverly Guy-Sheftall); and (14) "Cultural Studies, Literary Studies, and Pedagogy: The Undergraduate Literature Course" (Anne Balsamo and Michael Greer). (RS)

ED 369 105 CS 214 313

Fisher, Benjamin Franklin, IV, Ed.
The University of Mississippi Studies in English (1990), New Series Volume VIII.
PUB DATE- 90
NOTE- 263p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Collected Works - General (020)
DESCRIPTORS- *English Instruction; *English Literature; Higher Education; Literary Criticism; *Literary Devices; Literary Genres; *Literary Styles; Nineteenth Century Literature; Secondary Education; Short Stories; *United States Literature
IDENTIFIERS- University of Mississippi

This book, a new series in literary criticism and English studies, presents 24 essays. Essays in the book are: "Melville and the Question of Camoes" (George Monteiro); "Calvin Daniel Yost, Jr." (Benjamin Franklin Fisher IV); "'The Haystack in the

a "value," explain when they have used the value last, and asks them to respond to how they might treat the value differently in the future. As well as being instruments in teaching sensitive use of language, the "WHOOPS! Quotient" and the Wheel of Right Action can be used as a bridge into issues such as trust in the development and maintenance of interpersonal relations, consequences as an inherent factor in choice behavior, and development of life values. (Contains 10 references. The WHOOPS! Quotient worksheet, the Wheel of Right Action, and rules for the Wheel of Right Action game are attached.) (RS)

ED 369 124 CS 508 562

Gibson, Stephanie B.
Textbooks as Canon: The Relationship between Introductory Textbooks and Scholarly Discourse.
PUB DATE- Nov 93
NOTE- 11p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); Content Analysis; Course Content; Discourse Modes; Higher Education; *Introductory Courses; *Mass Media; Methods; *Textbook Content; *Textbook Evaluation; Textbook Research; Undergraduate Students
IDENTIFIERS- Academic Discourse

Using a sample issue of the "Journal of Communication" as a point of comparison, a study examined the content of 10 introductory textbooks for the field of communication. Results indicated that textbooks scarcely ever acknowledge methodological pluralism, and when they do, they simply cite it as an existing factor in the field of communication and subsequently ignore it. The method and paradigm that drives the textbook itself is rarely acknowledged. Also, textbooks reduce scholarship to a few primary axioms, decontextualized, trivialized and simplified. To the student, these axioms seem to spring into being fully formed since the research and scholarly activity behind them are not conveyed. Textbook pedagogy seems to work from the assumption that students are empty when they come to the discipline and it is the job of the classroom--teacher and textbook--to fill this vacuum. But the truth is that students learn material in a more valuable and integrated way when they are permitted to discover connections for themselves. Finally, textbooks seem to represent the canon of communication studies, the pith of what scholars in this field can agree on. If this is the case, however, then: (1) What do they say about the discipline of communication and about the scholars and theorists in that field? (2) Do they encourage readers to be critical thinkers? (3) Do they offer historical, social and political and other types of background as context for what they discuss? or (4) Do they arrive with a hidden agenda? (TB)

ED 369 125 CS 508 563

Goulden, Nancy Rost
Curricular Changes, Communication Skills, and Cultural Diversity: The Next Generation.
PUB DATE- 7 Apr 94
NOTE- 22p.; Paper presented at the Annual Meeting of the Central

(150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Educational Finance; Elementary Education; *Financial Support; Grade 4; Grade 8; Public Schools; *School Funds
IDENTIFIERS- *Alabama

For years people have assumed there is an unquestionable connection between school funding and student achievement. A study of Alabama students in grades 4 and 8 attempted to unearth the truth about the widely held assumption that the more money spent on a school the higher the student achievement will be. The study only examined funds that are spent directly on students, not on teacher salaries. The measurement of student achievement was done through the Stanford Achievement Test. School system averages were taken from 128 schools. Results of the study show a relationship between school funding and student achievement, but the relationship is not a simple linear one, but rather an ogive-shaped curve. Thus, as the ogive-shaped curve illustrates, until funding is increased to a high level, the increases will have relatively little impact on student achievement. Additionally, when the amount of money spent on teaching higher order skills is increased, the relationship between school funding and student achievement will become closer. (KDP)

ED 369 144 EA 025 712

Glines, Don
YRE Basics: History, Methods, Concerns, Future.
PUB DATE- 94
NOTE- 10p.; Paper presented at the Annual Meeting of the National Association for Year-Round Education (San Diego, CA, February 12-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Air Conditioning; *Climate Control; Elementary Secondary Education; Enrollment; *Extended School Year; *School Schedules; *School Size; *Space Utilization; *Track System (Education); *Year Round Schools

The idea of year-round education (YRE) is not a new one. As early as 1912 there are records of YRE programs implemented in communities. As a result of the increasing enrollment in schools and the overcrowding many classrooms are experiencing, YRE has become an attractive alternative to the traditional 9-month schedule. Air conditioning costs and outdoor heat are always issues when the subject of YRE is mentioned. Separate funds for installing air conditioning or different summer and winter hours are both considered viable solutions to climate problems. There are numerous single-track and multiple-track systems that can be used in conjunction with a YRE program. Whenever an alternative to the traditional school system arises, both pros and cons of the idea surface. There are numerous pros to YRE: (1) enhancing learning; (2) giving teachers and students a refreshed and motivated feeling after returning from breaks; (3) reducing discipline problems; (4) bettering student and teacher attendance; and (5) reducing teacher stress. Those opposing the YRE system point out that schedules for siblings in different grades may be different and that change is difficult. (KDP)

ED 369 145 EA 025 725

PUB DATE- 94
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Behavior; *Administrator Characteristics; Administrator Education; *Administrators; Elementary Secondary Education; *Labor Market; *Personnel Needs; Public Schools; *School Administration; *Supply and Demand
IDENTIFIERS- *Wisconsin

This report provides information on the supply and demand of school administrators in Wisconsin. It also reports on personal factors that motivate or inhibit administrators; such information can be used to ensure the quantity and quality of school administrators needed for the state's schools. Information was gathered from the state Department of Public Instruction, university administrative preparation programs, and independent surveys. The first section includes what specific sources of information suggest about the supply and demand of administrators. The second section examines how external and organizational incentives, including salary, relate to administrator supply. The third section examines how personal and motivational factors, such as job satisfaction, the relationship between job satisfaction and incentives, and career motives relate to administrator supply. Conclusions and recommendations are also included. Appendices A through D include administrator and teacher survey forms, telephone interview questions, and statistical analyses results. (Contains 13 references.) (JPT)

ED 369 165 EA 025 773

A Primer to the Outstanding Schools Act.
PUB DATE- 93
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Educational Assessment; *Educational Equity (Finance); *Educational Objectives; Elementary Secondary Education; Public Schools; *State Aid; *State Legislation
IDENTIFIERS- *Missouri

Missouri's Outstanding Schools Act of 1993 will dramatically improve public education throughout the state. This report provides background and an outline of the act. The law increases state funding of education by more than $360 million a year over FY 1993 funding and sets into motion a series of reforms. Basic education, including science and mathematics, is improved under the act. It will also expand programs such as language and communications, and vocational opportunities. In addition the law establishes new statewide performance standards for students. Other goals of the law include new curriculum frameworks, a statewide assessment system for schools and school districts, full accountability for results, and educational equity. Specific reforms include reducing class size in lower grades, increasing community involvement, improving vocational education, and greater use of technology. The second part of this report includes answers to 18 commonly asked questions about the Outstanding School Act of 1993. Many of these questions are concerned with funding, taxes, and the quality of education in Missouri. (JPT)

ED 369 166 EA 025 774

judged the Academic Decathlon effective. Nearly all librarians and educators approved of the Chapter 2 Formula library purchases. Parents in the Megaskills program valued its lessons. In the Spanish Academy, 87 percent of the students said the course helped them communicate with Spanish-speaking students. In the Student Alcohol/Drug Abuse Education and Prevention Program (SADEPP), students judged the program helpful. And Middle Schools Fellows Program participants approved of the program and wanted to continue with it. Recommendations for Chapter 2 Formula funds include continuing their use to supplement half-day prekindergarten programs, decreasing the number of programs, increasing funds to programs for at-risk students, and initiating programs proven successful elsewhere. (Contains 14 references.) (JPT)

ED 369 185 EA 025 815

Hertzog, Nancy B.
Impediments to a Project-Based and Integrated Curriculum: A Qualitative Study of Curriculum Reform.
PUB DATE- Apr 94
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; *Curriculum Problems; Educational Objectives; Elementary Education; *Parent Attitudes; *Parent School Relationship; Private Schools; *Teacher Attitudes; *Teaching Methods

This study examined the impediments a new private secular school with students working at above grade level encountered in it implementation of a project-based curriculum within the context of constructivist theory. Examined were the intended or formal curriculum, its implementation, and effects on the implementation. Data were gathered by observing classrooms, attending board and curriculum committee meetings, and interviewing students, teachers, and parents. The curriculum of the school promised learning that was real, contextual, and engaging. One impediment to forming the curriculum was differing perceptions between parents and board members about its form. Parents also showed concern over differentiation in instruction and wanted their children to receive challenging work. Also, parents who wanted specific subjects emphasized were not realizing the intended goals of integrated learning activities. Systems of structure were imposed on the curriculum, including structure in the physical environment, scheduling of content, time use, and teacher responsibilities. With an open curriculum, the teachers had a greater influence on structure than when it is set by outside goals or standards. The largest discrepancy between intended and implemented curriculum was the dichotomy between project-based, integrated curriculum and academic or subject-based curriculum. An appendix of research records is included. (Contains 13 references.) (JPT)

ED 369 186 EA 025 816

Wohlstetter, Priscilla; And Others
New Boundaries for School-Based Management: The High Involvement Model.
SPONS. AGENCY- Office of Educational Research and Improvement

activities. Programs discussed include: the Young Men's Christian Association (YMCA), Boy and Girl Scouts, 4-H, parks and recreation programs, community soccer leagues, community theater groups, programs of the Association for Retarded Citizens, social integration at school, friendship clubs (composed of nondisabled students interested in becoming involved with students having disabilities), integration during school activity periods, lunch buddies, summer friendship/outing groups, school sports teams, programs for older students (ages 18-22), college fraternities and sororities, and the "Best Buddies of America" program (which fosters friendships between college students and people with mental retardation). Tips for getting started stress knowing the resources of the specific community and concentrating on fun rather than skill development. (Contains 11 references.) (DB)

ED 369 204   EC 302 933

Moon, M. Sherril; And Others
The Community Leisure Facilitator. Project REC.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 92
NOTE- 36p.; For a related document, see EC 302 930.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agency Cooperation; *Disabilities; *Leisure Time; Normalization (Disabilities); Professional Personnel; Program Development; *Recreational Activities; *Social Integration; Staff Development; *Staff Role; Supervision; Therapeutic Recreation; Volunteers
IDENTIFIERS- *Community Leisure Facilitators

Developed as part of a project to integrate youth with disabilities into regular recreational and leisure activities, this report focuses on the role of the community leisure facilitator (CLF), defined as a professional, friend, family member, or volunteer who assists individuals with disabilities to enjoy the same leisure pursuits as other community members. Specific functions of the CLF include: (1) providing direct service to people with disabilities; (2) providing family support; (3) coordinating programs across agencies; and (4) providing training and technical assistance. Guidelines are provided for hiring a professional CLF and for developing a volunteer CLF program. The activities of the two CLFs involved in the larger project are itemized. The report concludes that the use of a CLF or similar support person can be the determining factor in successfully integrating school or community leisure activities. (Contains 15 references.) (DB)

ED 369 205   EC 302 934

Moon, M. Sherril; And Others
Integrating Summer Day Camps: A Process for City-Wide Change. Project REC.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 91
NOTE- 23p.; For a related document, see EC 302 930.

The Children's Mental Health Integrated Fund: A Preliminary Report.
PUB DATE- 13 May 92
NOTE- 158p.; For a related document, see EC 302 953. Appendix B contains small print.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Agency Cooperation; Behavior Disorders; Children; Community Programs; Deinstitutionalization (of Disabled); *Delivery Systems; Elementary Secondary Education; *Emotional Disturbances; Financial Support; *Mental Health Programs; Program Administration; *Public Policy; Residential Programs; School Responsibility; *State Programs
IDENTIFIERS- *Minnesota

This report is a comprehensive description of Minnesota's children's mental health system. It is designed to provide background and guidance to the Children's Integrated Fund Task Force, to assist local coordinating councils, and to serve policymakers outside of mental health who are increasingly asked to consider problems from an interagency perspective. The Children's Integrated Fund Task Force is charged with: devising a funding structure that will move the mental health system toward a community-based, nonresidential system, and with coordinating services across agencies. The existing system is described, including the actors and decision makers, funding sources, expenditures, funding structures and eligibility restrictions, service delivery and availability, and service coordination. Barriers to an effective efficient system are listed, a rationale for system integration is presented, and innovative funding strategies are outlined. The report draws the following conclusions, among others: (1) solving the problems of the children's mental health system will require integration of its uncoordinated components; (2) residential services will continue to be needed, but establishment of a full continuum of community-based services is crucial for earlier intervention; (3) the existing funding structure is sufficiently flexible to create mandated community-based services; and (4) integration of mental health treatment into schools would provide broad treatment access to children and distribute responsibility among agencies. Appendices contain results of a survey of local coordinating councils and information about the missions and responsibilities of state and local level interagency coordinating committees. (JDD)

ED 369 223 EC 302 953

Cox, Gary C.
An Integrated Children's Mental Health System: Coordinating the Needs of Children with Multiple Problems: Children's Integrated Fund Task Force Report to the Minnesota Legislature..
PUB DATE- Feb 93
NOTE- 122p.; For the preliminary report, see EC 302 952. Appendix E will not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agency Cooperation; Behavior Disorders; Community Programs; Cooperative Programs; *Delivery Systems; *Emotional Disturbances; *Financial Support; Integrated Activities; *Mental Health Programs; Public Policy; State Legislation; *State Programs

evaluation tools. (Contains approximately 300 references.) (JDD)

ED 369 240 EC 302 971

Doan-Sampon, Mary Anne; And Others
Growing: Birth to Three. Piecing It All Together.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 93
NOTE- 29p.; For the final report, see ED 364 032.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Rearing; *Disabilities; *Early Intervention; *Ecological Factors; Environmental Influences; *Family Involvement; Family Life; Family Programs; Infants; *Parent Child Relationship; Preschool Education; Toddlers

This guide is one part of a set of materials designed to support an ecological intervention system for families and their special needs children between birth and three. The system is constructed on four premises: (1) intervention is guided by the family; (2) parent-child interactions are the heart of early intervention; (3) family rituals, daily routines, and play reflect the patterns of family life and are the medium into which intervention is embedded; and (4) recorded ongoing observations and conversations between parents and interventionists are the basis for intervention decisions. The materials respond to the importance of multiple environmental influences on child and family life, the power and influence of interactions between parent and child, and the rights of families to fully guide the course and shape the content of the intervention program. The system is appropriate for early intervention, Head Start programs, day care centers, migrant programs, family resource centers, hospital personnel working with infants and premature babies, and others. The guide describes the research and literature foundation relating to each of the four premises and introduces the parts of the "Growing: Birth to Three" system. (Contains 60 references.) (JDD)

ED 369 241 EC 302 972

Thomas, Dale F., Ed.; And Others
Community-Based Employment Following Traumatic Brain Injury.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 93
NOTE- 292p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Behavior Problems; Community Programs; Computers; Crisis Intervention; *Employment Potential; Financial Support; *Head Injuries; Job Skills; Models; *Neurological Impairments; Neuropsychology; Public Policy; Rural Areas; *Supported Employment; *Vocational Rehabilitation
IDENTIFIERS- Behavior Management

This collection of papers on vocational rehabilitation of persons impaired as a result of traumatic brain injury is designed to provide a resource for individuals concerned with community-based employment. The 11 papers include: "Training Persons with Traumatic Brain Injury for Complex Computer Jobs: The Domain-Specific Learning Approach" (Elizabeth L. Glisky); "Selection and Outcome Criteria for Community-Based Employment:

as are preventive measures such as oral language expansion. A two-sided approach to preventing language disadvantage would consist of a curriculum that included both formal and informal oral language instruction. (MDM)

ED 369 261   FL 021 975

Battle, Jennifer
The Collaborative Nature of Language Learning and Meaning Making in Mexican-American Bilingual Kindergarteners' Storybook Discussions.
PUB DATE- 4 Dec 93
NOTE- 32p.; Paper presented at the Annual Meeting of the National Reading Conference (Charleston, SC, December 4, 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Education; *English (Second Language); *Interpersonal Communication; *Kindergarten Children; Limited English Speaking; *Mexican Americans; Participant Observation; Peer Relationship; Primary Education; Reading Aloud to Others; *Second Language Instruction; Spanish; *Story Reading; Story Telling; Teacher Role; Teacher Student Relationship

The purpose of this study was to present a detailed description of Mexican-American bilingual kindergartners' discussions of stories read aloud by their teacher in the students' second language, which was English. Eighteen Mexican-American kindergartners with limited English proficiency were observed for 12 weeks during storytime, and their discussions and interactions were recorded on videotape and in field notes. The students and teacher were also interviewed at the beginning, middle, and end of the study. It was observed that conversations about stories took place throughout the story reading sessions, before the actual reading, during the reading of the story, and after the reading was finished. The students' conversations revolved around their familiarity with the literature, illustrations in the books, relevant personal experiences, features of the book, and language. Children used both Spanish and English in the discussions, and noticed differences between the two languages. Storytime in the bilingual classroom provided a rich and supportive social context for both first and second language use in authentic communicative discussion. Includes 8 tables on categories of topics and purposes served in the 12 story discussion. (Contains 22 references). (MDM)

ED 369 262   FL 021 976

Diffey, Norman
Getting Started: Second Language Development in K-1 French Immersion.
PUB DATE- Apr 93
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Discourse Analysis; *Elementary School Students; FLES; Foreign Countries; *French; Grade 1; *Immersion Programs; *Interpersonal Communication; Kindergarten; Language Styles; Learning Strategies; Primary Education; *Second Language Programs
IDENTIFIERS- Ontario

This study examined the strategies that 12 kindergarten and first-

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *English (Second Language); *Feedback; Foreign Countries; *Language Teachers; *Preservice Teacher Education; Program Descriptions; Program Development; Program Effectiveness; Second Language Instruction; Teacher Education Programs; *Theory Practice Relationship
IDENTIFIERS- *Reflective Teaching; Singapore

A study investigated the effectiveness of improvements in a Singapore graduate training program for elementary school teachers of English as a Second Language. Program changes focused on providing appropriate, constructive feedback to trainees about their teaching practice and developing trainees' skills of critical reflection. The report describes the program, origins and nature of the changes made in it, details of teaching strategies used, and results of the new approach as reflected in observed practice and trainee comments. The course is structured on a basic unit of a one hour lecture session accompanied by two hours of practice or seminar discussion. The latter portion consists of either demonstration lessons by trainers or student demonstration lessons with video review and critique. The demonstration critique includes feedback on instructional procedures used, language objectives, and teacher-pupil interaction. Another element in the course is a project to develop, with a child, a writing assignment. Trainee evaluations of the course indicate that the techniques used were helpful, promoted confidence in the classroom, and further training in the techniques was desired. (MSE)

ED 369 283 FL 022 032

Parker, Ray
"Process vs. Product" in Language Teacher Education - Shifting the Focus of Course Design.
PUB DATE- 92
NOTE- 19p.; In: Sadtono, Eugenius, Ed. Language Teacher Education in a Fast-Changing World. Anthology Series 29; see FL 022 023.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Comparative Analysis; Course Descriptions; Course Organization; Curriculum Design; Educational Objectives; *Educational Strategies; *English (Second Language); Foreign Countries; *Language Teachers; *Preservice Teacher Education; *Process Education; Second Language Instruction
IDENTIFIERS- England

In a discussion of language teacher education, specifically that of native English-speakers to teach English as a Second Language, it is argued that a balance must be found between process-oriented and product-oriented training. It is suggested that this sector of language teacher education has been heavily conditioned to a product-centered approach, which should be re-examined in the current fast-changing context of education. Distinctions between process- and product-focus in teacher training are examined briefly, and some changes in a popular British product-centered course to reflect a process-oriented approach are described. The changes made include both fine-tuning to established procedures and more fundamental revisions. Finally, the elements in preservice teacher education course design that typify process- and product-oriented approaches are summarized. (MSE)

(141)
DESCRIPTORS- Achievement Gains; Adult Basic Education; *Adult Literacy; Ancillary School Services; Employment Patterns; *English (Second Language); Enrollment Rate; Language of Instruction; *Literacy Education; Mathematics Instruction; Program Descriptions; Program Evaluation; Staff Development; Student Characteristics; Tutorial Programs; *Urban Areas
IDENTIFIERS- New York (New York)

The New York City Adult Literacy Initiative is a state- and city-funded program to help city residents expand their literacy and English language skills. In fiscal 1991-92, it provided services to 57,676 adult learners, including classes in basic education, English as a Second Language (ESL), and math and basic education taught in native languages other than English, study areas and tutoring services, technical assistance and support services, and a referral hotline. The program report for 1991-92 provides information on the following aspects of the program: participant demographics and native languages, diversity in program design, enrollment rates and student educational characteristics, instructional and contact hours, participant employment patterns, measures of student achievement gains, staffing and staff development, costs, and concerns, challenges, and anticipated directions. A list of participating agencies, with addresses, is appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 369 305 FL 800 749

Chan, Ha Yin
National Workplace Literacy Program. Garment-Related Bilingual (English and Chinese) Broadcast Lessons. Book 1 and 2.
PUB DATE- May 93
NOTE- 110p.; For related documents, see ED 329 671; ED 352 548; ED 353 389; ED 355 365; ED 359 397; and ED 365 792.
LANGUAGE- English; Chinese
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Bilingualism; *Chinese; Employer Employee Relationship; *Employment Opportunities; *English (Second Language); *Fashion Industry; Immigrants; *Job Skills; Language Skills; Needle Trades; Sewing Instruction; *Sewing Machine Operators
IDENTIFIERS- Chinatown Manpower Project NY; *Workplace Literacy

A compilation of transcripts of 100 bilingual English/Chinese broadcast lessons for workers in the garment industry is presented. The lessons are part of the New York Chinatown Manpower Project's Workplace Literacy Program. With the support of the Sino Radio Broadcast Corporation, the lessons are broadcast daily in the morning and again after the evening news. Free booklets, with assignments and self-tests, are printed and distributed to interested listeners. The lessons include the following topics: introductions, who's at fault, changing a profession, job interviews, problems with sewing machines, using an overlock machine, stitching, difficult tasks, making darts, recommending someone to a supervisor, color and shading problems, stitch size, perfect and encased seams, fabric differences, pattern adjustment, hemming, changing thread, looking for a school, exploring new ideas, reading help wanted ads, following directions, reading signs, sewing a jacket, working overtime, checking tools, asking for advice, bagging finished clothes, teaching someone, decision

DESCRIPTORS- Compensatory Education; *Developmental Programs; Higher Education; High Risk Students; Mathematics Instruction; Reading Instruction; *Remedial Instruction; *Remedial Programs; Research Methodology; *Teaching Methods; Tutoring; Writing Instruction

This proceedings document focuses on research and program development in developmental education and instruction in mathematics, reading, and writing. Papers are: "Down in the Trenches: Tutors Learning about Learning" (Jace Condravy); "Expanding the Role of Developmental Education in Research Institutions" (Patricia Dwinell and others); "Restoration of Students in Academic Difficulty" (Armand Policicchio and Susan Parsons); "Skills Enhancement at the School-College Interface" (Willa Moore and others); "Types and Structures of Developmental Education Programming in Pennsylvania" (Carolyn Wilkie); "The Connection: Mathematics Teaching & Learning" (Bonnie MacLean Hodge and others); "Teaching Mathematics Study Skills" (Pansy Waycaster); "Interdisciplinary Models of Pairing at Three Institutions" (Jacqueline Simon and others); "Capitalizing on Workplace Literacy Instruction for Industrial Construction Workers: The ABC's of ABC" (Pam Wall and others); "Stimulating Curiosity: Cultural Literacy and Multiculturalism in Developmental Reading" (Meredith Gildrie); "Writing Assignments: The Right Tool for Improving Math Skills?" (Carol Bader and others); "The Writing Center and the Composition Classroom: Connecting Readers, Writers, and Text--Motivating and Improving Basic Writers through Reader-Response Activities" (Davie Davis); "Writing Portfolios for Teaching Self Evaluation in Basic Writing" (Caroline Stern); "No Handbooks: A Student-Based Approach to Grammar Instruction" (Alyse Jones and Lee Brewer Jones); and "Teaching Developmental Students: Creative Instructional Methods" (Russ Hodges and Mitchell Burchfield). (JDD)

ED 369 324   HE 027 362

Jewler, A. Jerome
Challenging, Caring, and Connecting: Teaching and Reaching the College Student in the 1990s.
PUB DATE- Feb 94
NOTE- 21p.; Paper presented at the Freshman Year Experience Conference (Columbia, SC, February 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Advertising; Classroom Communication; *College Instruction; *College Students; Fear; Higher Education; Teacher Characteristics; *Teacher Effectiveness; *Teacher Role; *Teacher Student Relationship; Teaching Styles

This presentation focuses on the qualities of effective teaching. It offers thoughts on the teacher/learner relationship, focusing on the challenge of teaching and the importance of caring about students and connecting with them. Professors' attention to their research over their teaching and the impact of their rigorous workloads is felt to cause them to fail to recognize the importance of allowing time to build relationships with students, relationships that are based on two-way communication. Teaching is compared to advertising in that it must inform, persuade, and also entertain. Three kinds of teaching styles are identified--teacher-centered, content-centered, and student-centered--and weaknesses of each are noted. Characteristics of the ideal teacher are listed, with the comment that good teaching does not come from technique but tutor job description; miscellaneous forms; and time management guidelines. Contains 110 references.) (MN)

ED 368 867 CE 065 994

Saskatchewan Institute of Applied Science and Technology Program Review Policy and Procedures. Revised Edition.
PUB DATE- Dec 93
NOTE- 34p.; Revised by the SIAST Program Review Committee.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; *Evaluation Criteria; *Evaluation Methods; Foreign Countries; Guidelines; Models; *Program Evaluation; Self Evaluation (Groups); Success; *Technical Institutes; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Saskatchewan

This document presents a model 5-year cyclical program review procedure for evaluating the quality and labor market relevance of programs offered by Saskatchewan Institute of Applied Science and Technology (SIAST). According to the review procedure, committees of SIAST and industry representatives will verify that SIAST programs are accountable to applicable educational legislation by gathering information that may also be used in planning/budgeting/decision making. Discussed first are the authority, scope, purpose, and goals of the model. A brief overview of the review process is presented and followed by: detailed explanation of the program review process; a discussion of the program review committee structure; a detailed outline of the methodology and sources of input for the review process; and a list of factors to be assessed when reviewing programs. Appended are the following: a sample format for writing a final evaluation report; a list of elements to be included in program descriptions; sample registration data matrix; and a list of factors (program inputs, teaching-learning process, and program outputs) to be examined in the program review process. (MN)

ED 368 868 CE 065 999

Tomorrow's Needs; Today's Challenges. Annual Aviation Education Forum (1st, Washington, D.C., June 18, 1993). Edited Proceedings.
PUB DATE- 18 Jun 93
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Aviation Education; *Career Education; *Educational Needs; *Labor Force Development; Lifelong Learning; *Partnerships in Education; School Business Relationship; Secondary Education; *Technological Advancement

These proceedings contain edited versions of the papers presented at a 1-day forum on aviation education that focused on the need for programs such as Opportunity Skyway, which introduces job possibilities in aeronautics to middle and high school students. In the foreword, Carlton Spitzer emphasizes the need for partnerships with the aviation industry and work force development community in preparing youth for employment in aviation against the background of rapid technological advances. The following papers are included: "Share Reality practical areas such as medical needs, finances, and housing. A curriculum integrating basic skills with the content areas identified in the needs assessment was then developed and field tested by using course outlines on the following topics: calculators and checking accounts, housing options, workings of the medical system, memory improvement, word processing and personal financial management software, medical vocabulary and drug safety, and the six basic food groups. More than 60 senior citizens participated in the various workshops, which contained between four and eight sessions each. The instructors were very positive about the program, and the workshop participants rated the classes highly. (Appended are the needs assessment questionnaire and findings, 11 suggested readings, sample senior center newsletters, a sample evaluation form, a course lesson plan form, and curriculum outlines.) (MN)

ED 368 887 CE 066 059

Verifying Applied Literacy Skills (VALS) in ABE Programs.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 93
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Comparative Analysis; Course Descriptions; Followup Studies; *Functional Literacy; *High School Equivalency Programs; *Literacy Education; Predictor Variables; Prognostic Tests; *Program Effectiveness; Questionnaires; Reading Skills; Student Attitudes; *Test Reliability
IDENTIFIERS- 353 Project; *General Educational Development Tests; *Tests of Applied Literacy Skills; Workplace Literacy

An experimental study compared the effectiveness of a traditional General Educational Development (GED) curriculum with a literacy curriculum based on applied literacy skills. An experimental group of 34 adult students received GED instruction emphasizing functional and workplace contexts and supplemental instruction, whereas the 35 students in the control group received instruction based on a traditional GED curriculum. Fourteen students from each group completed the training programs. No major differences between the experimental and control group members' test performance, retention, or success in meeting their stated goals were found. A second objective of the study was to determine the validity of the Educational Testing Service's Tests of Applied Literacy Skills (TALS) as a predictor of GED performance. A regression analysis of the students' pre-GED course scores on the TALS did not reveal any correlation between the students' performance in a GED program and their performance on the TALS. The study findings were concluded to be tentative at best given the small sample size and variable of two instructors. (Appended are data summaries and statistical analyses, an outline of the applied literacy curriculum, and student follow-up survey.) (MN)

ED 368 888 CE 066 060

Forlizzi, Lori A.; Askov, Eunice N.
Visual Literacy: A Neglected Component. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 93

Development; *Group Activities; Learning Activities; *Literacy Education; Numeracy; *Small Group Instruction; *Staff Development; Student Developed Materials; *Student Role; Teacher Role; Teaching Methods
IDENTIFIERS- 353 Project

This guide provides practical information that teachers and administrators can use to initiate the small group learning approach in adult basic and literacy education (ABLE). A locator index directs readers to specific topics. Chapter 1 describes small group learning, provides a rationale, and points out advantages and disadvantages for learners, instructors, and administrators. Chapter 2 provides tips for managing small group learning. It discusses the changed roles of teachers and learners and the nuts and bolts of facilitation. Chapter 3 concentrates on preparing learners for small group learning and suggests some activities for introducing the approach. Chapter 4 contains examples of activities that can be used to develop the literacy and numeracy skills of adult learners, including tips for developing additional activities. Chapter 5 describes a process for involving learners in generating materials through the use of scenarios or simulations based on learners' life experiences or current context. Chapter 6 covers staff development to support small group learning. Chapter 7 provides a summary of advice for teachers on using small groups and instructional materials. Appendixes include the following: a list of 41 references; an annotated bibliography that includes information about 16 print resources for further information; addresses of Ohio's state and regional literacy resource centers; and an ERIC Digest, "Managing Your Professional Development." (YLB)

ED 368 906 CE 066 126

Mack, Eva Meredith
Reflections on Teaching at the "Margins": Reconceptualizing Multicultural Education.
PUB DATE- Aug 93
NOTE- 109p.; Master's Thesis, University of Wisconsin-Milwaukee.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Adult Education; *Economically Disadvantaged; *Educationally Disadvantaged; Educational Philosophy; Educational Theories; Models; *Multicultural Education; Socioeconomic Status; *Teaching Methods

This thesis undertakes an exploration of teaching at the margins in an effort to articulate teaching assumptions to improve education of multicultural groups. The methodology of retrospective dialogue is explained in chapter 1. Chapter 2 describes two theories that have been advanced for the education of poor/immigrant/working class children--traditional/acculturationist and multicultural/assimilationist. The assumptions of these theories are presented and contrasted with evolving ones. The dialogue of chapter 3 recapitulates the experiences and thought processes as they have interacted with experiences across classrooms and over the years. Through a dialogue on philosophy and pedagogy, the idea of synthesis emerges. Chapter 4 articulates the dialogue's emergent ideas about teaching socioeconomically and educationally underprepared adults. It presents an alternative model of Multicultural Education against Marginality, which reconciles ideological partisanship and commitment to the tenets of multiculturalism with the principles and practices of effective teaching. Contains 73 references. (YLB)

(6th, Norman, OK, 1992).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Adult Counseling; Adult Education; *Adult Learning; Adult Students; Classroom Techniques; Educational Research; Family Relationship; Foreign Countries; Higher Education; *Independent Study; Job Training; Learning Theories; *Lifelong Learning; *Professional Continuing Education; Student Evaluation; Teacher Education; *Teaching Methods
IDENTIFIERS- Self Directed Learning Readiness Scale

These 17 papers attest to the deepening and broadening interest in self-directed learning as one solution to the lifelong learning needs of men and women in an increasingly dynamic society. The papers include the following: "Self-Directed Learning Knowledge: Some Issues" (Long); "Development of Self-Directed Learning Readiness: A Longitudinal Study" (Long, Redding, Eisenman); "An Analysis of the Control Construct in Self-Directed Learning" (Garrison); "The Status of Self-Directed Learning Literature, 1966-1991" (Confessore, Long, Redding); "Non-Paradigm Self-Directed Learning" (Baldonado); "The Wandering Education of a Man: Louis L'Amour's Lifelong Self-Directed Learning" (Bonham); "Cognitive Strategies and Self-Directedness: Research into Adults' Learning Processes" (Olgren); "The Limits of Consensus in the Study of Self-Directed Learning" (Confessore, Confessore); "Information Technologies and Self-Directed Learning: Structures for Evaluation and Application" (Nelms); "Counseling for Adults for Academic and Technological Self-Directed Learning: Emotional Dimensions" (DeJoy, Herrmann); "Enhancing Self-Direction: An Analysis and Assessment of Motivation and Ability" (Coughlan, Scriber); "Self-Directed Learning in the Context of the Nontraditional Degree" (Donlon); "Perspectives of Foreign Language Learning: Psychological Implications for Self-Directed Learning Theory" (Tanner); "Practicing What We Preach: Self-Directed Learning for Adult Educators" (Hill, Taylor); "Self-Directed Learning in the Workplace: A Framework for Analysis" (Foucher, Tremblay); "Self-Planned Learning of Managers in an Organizational Context" (Kops); and "Evaluating Self-Directed Learning in a Business Environment" (Piskurich). The volume contains 18 tables and 14 figures. (YLB)

ED 368 924   CE 066 182

Long, Huey B.; And Others
New Ideas about Self-Directed Learning.
PUB DATE- 94
NOTE- 246p.; Revised and modified versions of papers presented at the International Self-Directed Learning Symposium (7th, Norman, OK, 1993).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Adult Education; *Adult Learning; Adult Students; Classroom Techniques; Educational Research; Family Relationship; Foreign Countries; Higher Education; *Independent Study; Job Training; *Lifelong Learning; *Professional Continuing Education; Student Evaluation; Teacher Education; *Teaching Methods
IDENTIFIERS- Canada; France; Germany; Self Directed Learning Readiness Scale

These 16 papers provide as complete a picture as possible of the current efforts in self-directed learning (SDL) application and research. The papers are: "Challenging Some Myths about Self-

Washington, DC.
PUB DATE- 93
NOTE- 273p.; For related documents, see ED 338 605, ED 344 054-056, and CE 066 274-281. Parts of this document may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Access to Education; *Adult Basic Education; Adult Educators; Adult Learning; Adult Students; Disability Discrimination; Educational Discrimination; Educational Planning; *English (Second Language); *Equal Education; Instructional Materials; *Learning Disabilities; *Teacher Education; Teacher Education Programs; Teacher Workshops; Teaching Guides; Teaching Methods; Transparencies

This training packet on learner-centered approaches for learning disabled students is 1 of 10 developed by the Study of Adult Basic Education(ABE)/English as a Second Language (ESL) Training Approaches Project to assist ABE instructors, both professionals and volunteers. The packet is intended to stand alone and encompasses a three-session workshop series with activities scheduled for participants to accomplish between sessions. Ideally, the sessions should take place about 1 month apart. Introductory materials include information about the series and the training packet, a workshop overview (objectives, time, materials checklist, preparations checklist), and workshop outline for each session. Trainer notes for each session include a checklist of tasks to be completed before the session and an outline of activities with necessary materials and times. Topics covered in the sessions are as follows: what a learning disability is; attitudes, barriers, and accommodation; plan for learning; teacher research and collaboration; developing a monitoring plan and strategy; and accessing and using resources. Time is allowed for preparation for the home task and feedback on the home task. Trainer's supplements, including alternative activities, follow. Masters for all handouts and transparencies needed in the sessions are provided. One of the seven supplementary readings for the sessions is a list of 63 references. (YLB)

ED 368 944 CE 066 276

Diamond, Judith
Mathematics: Strategic Problem Solving. Training Packet for a Two-Session Workshop. Study of ABE/ESL Instructor Training Approaches.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 93
NOTE- 86p.; For related documents, see ED 338 605, ED 344 054-056, and CE 066 274-281.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Adult Educators; Adult Learning; Adult Students; Educational Planning; *English (Second Language); Instructional Materials; *Mathematics Anxiety; *Mathematics Education; *Problem Solving; *Teacher Education; Teacher Education Programs; Teacher Workshops; Teaching Guides; Transparencies

This training packet on mathematics as strategic problem solving is 1 of 10 developed by the Study of Adult Basic Education equipment, to encourage shared skill development programs and vocational supervisors between school districts, to develop a comprehensive plan for vocational education, and to develop an accounting system to track funding to various types of programs. (The report's five appendixes list the validation committee and advisory committee members, provide the survey instrument and responses, and include U.S. Office of Education Codes. The report has 9 tables and contains 34 references.) (KC)

ED 368 963   CE 066 359

Rutter, Duncan; Teare, Melvyn
Catering Education and Training in France. A Comparative Study. Occasional Paper Number 8.
SPONS. AGENCY- Hotel and Catering Training Co., London (England).
PUB DATE- Jan 92
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Cooking Instruction; *Educational Practices; *Food Service; Foreign Countries; Government Role; *Hospitality Occupations; Hotels; *Job Training; Postsecondary Education; Teacher Selection; Teaching Methods; *Vocational Education
IDENTIFIERS- *Catering; *France; Great Britain

This report revises a 10-year-old study of the hotel and catering industry to reflect the developments during the decade. The report describes current French practices in the industry, including details of the structure of the industry in France and the way the industry works with government to influence the content of vocational education. The reports starts with a brief comparative profile of the work force in France and Great Britain, followed in section 2 by an account of the way government in France seeks to influence the affairs of the hotel and catering industry . Section 3 deals with the industry's trade associations in France, which are more diverse than those in Britain and appear to command wider support from employers. There follows in section 4 a summary of the state educational system with detailed accounts of the vocational qualifications it offers at all levels of the academic hierarchy. This section also looks at the examination system, the way work experience is regulated, the economics and training value of the French training hotels, and selection criteria for teachers and students. Cultural differences and their influence on vocational education and training are covered in section 5. Section 6 compares French and British methods of financing catering training through public funds, followed, in section 7, by examples of the work being done by an expanding private sector. Section 8 sets out the mechanisms used by French government departments to adjust the output of public vocational education and training to the industry's skill needs. Section 9 summarizes the findings of the report and draws some conclusions that are aimed to stimulate further consideration within the British hotel and catering industry. (KC)

ED 368 964   CE 066 361

Learning To Live in Harmony and Diversity: Focus on Human Rights Education.
PUB DATE- Dec 93
NOTE- 62p.
LANGUAGE- English

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; *Business Correspondence; Business English; *Job Skills; Learning Activities; *Literacy Education; Skill Development; *Writing Instruction
IDENTIFIERS- Workplace Literacy

This workbook, designed for workplace literacy courses, contains materials for a business writing course. The course provides strategies for presenting ideas clearly and accurately. Introductory materials include objectives, a topical outline, and information on time for the course and continuing education credits. The 16 sessions of the course cover the following topics: analyzing an author's purpose, the reader, the style, and the tone; prewriting--brainstorming, organizing, and freewriting; writing clearly and correctly; editing; and using writing when solving problems. The lessons include information sheets and exercises, such as sentence completion, fill-in-the-blanks, rewriting, and simulations. (KC)

ED 368 984 CE 066 414

Deieso, Angie; Meier, Jean
Basic Blueprint Reading.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 94
NOTE- 88p.; For related documents, see ED 351 578-599 and CE 066 398-418.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; *Blueprints; Drafting; *Job Skills; Learning Activities; *Literacy Education; Mathematical Concepts; *Mathematics Instruction; Skill Development
IDENTIFIERS- Workplace Literacy

This workbook, designed for workplace literacy courses, contains materials for a basic course in blueprint reading. The course provides a review of mathematics, information about using measuring tools to read blueprints, an explanation of the principles of blueprint drawing, and instructions on interpreting blueprint specifications. Introductory materials include objectives, a topical outline, and a course outline. The workbook contains 10 lessons, 2 exercise sets, 3 units, 4 problem sets and a posttest. The following topics are covered: the scope of blueprint reading, measurement and dimensions, mathematics, hands-on experience with company blueprints, and review. The lessons and units include information sheets and problems to solve through mathematics and measurement. (KC)

ED 368 985 CE 066 415

Meier, Jean
Math Lab.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 94
NOTE- 51p.; For related documents, see ED 351 578-599 and CE 066 398-418.
LANGUAGE- English

(150),Reports - General (140)
DESCRIPTORS- Administrator Qualifications; Allied Health Occupations Education; Allied Health Personnel; Certification; *Curriculum Design; Educational Gerontology; Geriatrics; *Gerontology; Graduate Students; Graduate Study; Higher Education; *Long Term Care; *Masters Degrees
IDENTIFIERS- California; *San Francisco State University CA

Long-term care administration often involves care for older adults. Yet, in California, neither academic training required for licensure in this area, nor continuing education for maintaining licensure, specify any knowledge of geriatrics or gerontology. A formal standardized approach to academic preparation for licensing would help ensure quality assurance and qualification control. Two recent needs assessment surveys on the development of a master's program in long-term care administration indicated that a need is growing for these administrators. Both survey groups agreed that: (1) a master's level program would appropriately meet the need; (2) a job market exists for such graduates; and (3) any internships required should be between 4 and 6 months. Until recently there were no public universities offering master's level training in long-term care administration on the West Coast. To address this need, San Francisco State University has developed a Master of Arts degree in Gerontology emphasizing Long-Term Care Administration, with a required internship of at least 480 hours. Ideally, gerontology students who have completed the administration courses and the internship will be eligible to take the licensure examination before they graduate. The internships should be of benefit to both graduate students and long-term care facilities. (CC)

ED 369 006 CG 025 323

Humphrey, James H.
Stress Management for Elementary Schools.
PUB DATE- 93
NOTE- 198p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Biofeedback; Counseling Services; Desensitization; Elementary Education; *Elementary School Students; Health Education; Meditation; *Relaxation Training; *Stress Management

Stress management for school children has had various degrees of success. School officials need information about stress and how to deal with it. The purpose of this book is to provide information useful in inauguration of such programs where they do not exist. While stress management should begin in the home and include nutrition, physical activity, and rest, schools must also recognize and provide stress management programs to reduce stressfulness of the daily lives of children. The book is comprised of 11 chapters: (1) The Elementary School Child; (2) An Overview of Childhood Stress; (3) Dealing With Childhood Emotions; (4) Home and Family Stress (research studies); (5) School Stress; (6) Stress Among Children With an Affliction (including disease, developmental disability, and psychic trauma); (7) Teaching Children About Stress (with a discussion of three of the better known approaches); (8) Inducing the Relaxation Response in Children; (9) Classroom Stress Reduction Exercises; (10) Games and Stunts That Reduce Stress; and (11) Reducing Stress Through Creative Relaxation. Contains 152 references. (MSF)

ED 369 007 CG 025 327

NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Anxiety; *Depression (Psychology); Emotional Disturbances; Emotional Problems; Higher Education; *Problem Solving

This study examined the self-statements of dysphoric (n=13) and nondysphoric subjects (n=15) during an interpersonal problem solving task. After completing the Problem Solving Inventory (PSI), a 32-item self-report questionnaire, the subjects were individually shown a brief videotape depicting an interpersonal problem and asked to solve the problem while thinking aloud. The frequencies of five self-statement categories were recorded: (1) task relevant; (2) task-irrelevant; (3) emotion-focused; (4) problem focused; and (5) periods of silence. Although the dysphoric subjects rated themselves more negatively on the PSI with regard to their problem-solving abilities, they were able to generate as many effective solutions as the nondysphoric subjects. During problem solving, those with dysphoria used less problem-focused statements and more emotion-focused statements. The findings suggest that in treating dysphoric individuals, particularly with the goal of improving problem-solving skills, one should examine their self-statements and appraisals in relation to stressful life events. Proper training in the identification and usage of facilitating self-statements should also be incorporated into a treatment program as a means to promote more effective interpersonal problem-solving. (RJM)

ED 369 027 CG 025 375

York, C. Michael; And Others
Causes of College Retention: A Systems Perspective.
PUB DATE- 23 Aug 93
NOTE- 12p.; Paper presented at the Convention of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; *College Outcomes Assessment; *College Students; Dropout Attitudes; *Dropout Prevention; Dropout Research; Higher Education; Institutional Research; Research Methodology; *School Holding Power; *Student Attrition; Student College Relationship
IDENTIFIERS- Georgia Institute of Technology

The development of students should be the primary mission of higher education. The consequences of significant attrition in many universities are not trivial. This study identified relevant variables and appropriate methodologies for enhancing undergraduate retention at one university. By employing records analyses, system definition, and a longitudinal investigation, researchers examined the interaction of student characteristics with the institution. This archival approach tracked the matriculation of 1,722 fall 1987 enrollees over a 5-year period. Gender, ethnicity, high school GPA, and SAT scores influenced degree outcomes. Currently enrolled students and "non-persisters" provided qualitative data for three areas: (1) reasons for withdrawal from the institution; (2) negative critical incidents; and (3) areas of dissatisfaction. This information was categorized into major student-perceived problems and a flow chart of the students' academic progression

PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Grade 1; *Parent Child Relationship; *Parent Participation; Primary Education; *Reading Achievement; *Reading Aloud to Others; Reading Research
IDENTIFIERS- New Jersey; Parent Surveys

A study determined whether reading aloud to children before entering school would influence their reading grade level as determined by their report card grade. Subjects, 85 first-grade children in a suburban school district in central New Jersey, took surveys home to be completed by parents. Results indicated that: (1) those children who were read to before entering first grade received a "C" or better in reading; (2) reading aloud was a shared responsibility between parents; and (3) the majority of reading occurs in the evening. Findings suggest that parents are actively engaged in reading aloud to their children and that such activity is beneficial and advantageous for the child. (Contains 31 references and 9 tables of data; the letter to parents and the survey instrument are attached.) (RS)

ED 369 047 CS 011 665

Brunner, Michael S.
National Survey of Reading Programs for Incarcerated Juvenile Offenders.
PUB DATE- Nov 93
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Correctional Education; *Juvenile Justice; National Surveys; Phonics; Reading Instruction; *Reading Programs; Reading Research; *Remedial Instruction; Research Utilization; *Teacher Attitudes; Whole Language Approach; *Word Recognition
IDENTIFIERS- Teacher Surveys

A survey was undertaken to provide a profile of current reading programs in juvenile correctional facilities. Data were gathered to determine whether "illiterates" exist in the juvenile correctional facilities; if oral comprehension is better than reading comprehension; what approaches and strategies are used for teaching word recognition skills; what concepts reading teachers consider valid; if their beliefs and strategies are supported by experimental research; and whether teachers are using contradictory instructional strategies. Questionnaires were sent to reading teachers working in 260 correctional facilities; 145 teachers responded. Results indicated that: (1) 89.6% of the teachers were working with some wards, 13 to 18 years of age, who cannot decode fluently and accurately what they can talk about and understand; and (2) tests used to determine if students can comprehend orally at higher levels than when reading did not compare oral versus reading comprehension. Results also indicated a great variance between teacher's beliefs and their instructional strategies--though experimental research supports the use of systematic phonics as the best approach for those who cannot decode accurately and fluently, many teachers are teaching "sight words" as "wholes," using a visual approach with those having difficulty recognizing speech sounds, and encouraging students to identify unknown words by using context clues. (Contains 47 references, 15 notes, and 2 numbered and 23 unnumbered tables of data; definitions of terms, a description of the alphabetic code and how it works, an appendix of data, and the level demonstrated literal understanding of passages; (6) twelfth graders within the basic level were able to interpret aspects of the passages they read and make connections between their reading and their own knowledge; (7) students attending private schools had higher average reading proficiency than students at public schools; (8) considerable variation in performance existed within and across participating states; (9) females had higher average reading proficiency than males at all three grade levels; and (10) fourth graders appeared to be learning reading through varied instructional approaches. (Contains 67 tables and 9 figures of data; a detailed description of anchoring the achievement levels, an overview of procedures, state contextual background factors, and reading passages are attached.) (RS)

ED 369 068   CS 011 686

NAEP 1992--Reading State Report for Colorado: The Trial State Assessment at Grade 4.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Sep 93
NOTE- 205p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Educational Assessment; *Grade 4; Intermediate Grades; Public Schools; *Reading Ability; *Reading Achievement; Reading Instruction; Reading Research; Sex Differences; Teacher Behavior
IDENTIFIERS- *Colorado; National Assessment of Educational Progress; *Trial State Assessment (NAEP)

The National Assessment of Educational Progress' (NAEP) 1992 reading assessment was administered to nationally representative samples of 4th-, 8th- and 12-grade students attending public and private schools, and to state representative public-school samples of 4th graders in 43 jurisdictions. In Colorado, 2,897 fourth-grade students in 122 public schools participated in the reading assessment. The sample of students was directly representative of 95% of the eligible student population in participating schools in Colorado. Data were summarized on the NAEP reading proficiency scale ranging from 0 to 500, and results were reported according to three achievement levels at each grade--basic, proficient, and advanced. Major findings were that: (1) the overall average proficiency of the students was 218, about the same as that of students across the nation (216); (2) the lowest performing 10% of the fourth graders had proficiency levels below 175 while the top 10% of the fourth graders had proficiency levels above 257; (3) 60% were at or above the basic level, 22% were at or above the proficient level, and 4% were at or above the advanced level; (4) White students demonstrated higher proficiency that did Black, Hispanic, or American Indian students, but about the same as did Asian students; (5) boys had a lower average reading proficiency than girls; and (6) 70% of the students were taught by teachers who placed heavy emphasis on the integration of reading and writing. (Contains 31 tables and 13 figures of data. A procedural appendix, reading stimuli and example items, a discussion about setting the achievement levels and anchoring the achievement levels, and an appendix of data are attached.) (RS)

Paul, MN, October 2-3, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Collegiality; *Content Area Writing; *Higher Education; *Writing Laboratories; Writing Workshops
IDENTIFIERS- Academic Discourse Communities; Faculty Attitudes; Teacher Empowerment

Writing centers and their faculty are often considered to be "Others" because they have both power and no power--they have the ability to make a difference in students' writing abilities, but they are often excluded because they are seen as a "fixit," a clinic, a lab, an ancillary. Writing center faculty need to take more power so that they can exercise more power, and, in so doing, give more power to the university writing community. Writing centers must educate the university in writing center theory, function, and aims--in the purpose of writing in a university--so that the center can be a place where the whole university can come together. Specific academic departments could set up workshops in teaching writing with the assistance of writing program and writing center staff. From there, writing programs can move to the grand step--encouraging and assisting in the planning and proposals for writing centers in different departments or areas. Obstacles include the resistance of other faculty members and the paradox of preparing students more definitively in the conventions of their own discourse (thus creating difference by attempting community). Writers in the disciplines will not always have to go to the English department's writing center for help if writing forces exist in their own programs. Writing centers will have plenty to do in sharing their abilities with the rest of the university so that all can benefit from that sharing. (RS)

ED 369 087 CS 214 285

Braswell, Nell; Berman, Joye
Impact of the Winthrop Writing Institute on Participants' Teaching and Writing 1981 through 1989.
PUB DATE- 93
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Professional Development; Program Effectiveness; Summer Programs; Teacher Attitudes; *Teaching Methods; Writing Improvement; *Writing Instruction; Writing Research; *Writing Strategies; Writing Teachers
IDENTIFIERS- Teacher Surveys; Winthrop College SC

A study determined whether former participants in the Winthrop Writing Institutes (annual summer institutes based on the National Writing Project model) had improved classroom instruction in writing by using strategies taught in the institutes and whether they had continued to grow professionally. Surveys were returned by 49 of the 89 (1981 to 1989) participants who were still in the education field. Results indicated that: (1) junior high/middle school and secondary teachers were enrolling in the institutes at a much higher rate than other groups; (2) most teachers had more than 5 years of experience but were 10 or more years away from retirement; (3) former participants were using more class time in the teaching of writing; (4) participants believed that

Floods': An Uncharacteristic Preraphaelite Poem" (Veronica M. S. Kennedy); "Didactic Demons in Contemporary British Fiction" (Richard C. Kane); "Chester Himes: A Primary Bibliography" (Robert Skinner and Michel Fabre); "Death, Darkness, Desolation: Negative House-Imagery in the Poems of E. A. Robinson" (Carol Cedar Amelinckx); "Jane Eyre--A Daughter of the Lady in Milton's 'Comus'" (Connie L. Eberhart); "Symbolizing the Supernatural in Carlyle's 'Sartor Resartus'" (Dale W. Davis); "Swift's Discourse of Politics and Politics of Discourse: Disenfranchisement through Definition" (Dan Doll); "The Weaker Sex: Hannah Cowley's Treatment of Men in Her Comedies of Courtship and Marriage" (Jean Gagen); "Arthur Machen's Supernaturalism: The Decadent Variety" (Jill Tedford Owens); "The Power of Silence in 'Delta Wedding'" (Kelly D. Cannon); "The 'Gritty Stages' of Life: Psychological Time in 'The Mystery of Edwin Drood'" (Nancy E. Schaumburger); "Saving Face/Saving France--Edith Wharton, Shame and 'The Marne'" (Lev Raphael); "What's in a Name? Richardson's Roger Solmes and Galsworthy's Soames Forsyte" (Linda Strahan); "The Dialectic of Discourse in "The Sun Also Rises'" (Louise K. Barnett); "The Tales of the Folio Club and the Humoristic Vocation of Edgar Allan Poe" (Claude Richard); "Edgar's Dover Cliff Speech and Tragic Sexuality" (Maurice Hunt); "Another View of Faulkner's Narrator in 'A Rose for Emily'" (Michael L. Burduck); "The Genre of the 'Arcadia'" (Morriss Henry Partee); "The Radicalness of These Differences: Reading 'The Purloined Letter'" (Peter A. Muckley); "The Vampire in Nineteenth Century Literature" (Gwendolyn Whitehead); "Arthuriana, Alive and Well at Memphis State" (Ruth M. Roberts); and "Recent Developments in Kate Chopin Studies" (Deborah Pope). (RS)

ED 369 106   CS 214 315

Nardo, Anna K.
Structure and Sequence in Curricula for English Majors.
PUB DATE- Dec 93
NOTE- 12p.; Paper presented at the Annual Meeting of the Modern Language Association (Toronto, Ontario, Canada, December 27-30, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Differences; *Curriculum Evaluation; *English Curriculum; English Departments; Higher Education; Instructional Innovation; *Majors (Students); Multicultural Education
IDENTIFIERS- Curriculum Emphases; Departmental Politics; Faculty Attitudes; Literary Canon; *Louisiana State University

In forming a new curriculum for the English Department at Louisiana State University, the Literature Concentration Subcommittee faced a daunting array of competing demands. How can students gain a perspective on the terrain of literary studies, including canonical and non-canonical texts? How can they experience the rich diversity of the discipline without becoming bewildered by its competing claims of literary value and critical stance? The new curriculum should expose students to certain traditional features of English studies yet at the same time tap the most recent research of the faculty. Attempting to address all these matters, the subcommittee proposed the following sequence for students concentrating in literature: introductions to literary study, including a course in critical strategies, followed by three courses in

States Communication Association (Oklahoma City, OK, April 7-10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Communication Skills; Content Analysis; *Cultural Differences; *Curriculum Development; Higher Education; *Introductory Courses; *Speech Communication; Textbooks
IDENTIFIERS- Speech Communication Education

The place to begin curricular change (in response to changing demography and cultural diversity) is with establishing general learning goals that the changes will be designed to address. The first criteria for any curricular decisions for a basic speech communication course should be: change must provide an opportunity for learning that is beneficial for students. The primary thrust of cultural diversity curricular revisions has been attitudinal. Educators have optimistically called for others to join them in spreading the word and ushering in a new era of harmony and understanding. More substantive changes have been reflected in new sections added to interpersonal and group texts and courses that provide specific information about communication practices of each gender and some ethnic groups. Examination of a sample of 10 texts for basic speech communication courses (published in 1994) indicates that: (1) changes to prepare students for a more culturally diverse world have been changes of degree rather than approach; and (2) there has been even less progress in incorporating content to make public speaking texts more responsive than there has been for interpersonal texts. Three of the texts suggest that communication educators are probing for meaningful ways to implement cultural diversity curricular changes that move toward both attitudinal and skill learning. Communication educators need to evaluate or reevaluate their teaching goals based on students' present and future needs related to cultural diversity. (Contains 13 references. An assignment for an introductory public speaking honors section is attached.) (RS)

ED 369 126 CS 508 564

Gibson, Stephanie B.
The Pedagogy of Hypertext.
PUB DATE- Nov 93
NOTE- 14p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Hypermedia; *Nonprint Media; Reader Text Relationship; *Teacher Student Relationship; Technological Advancement; *Text Structure
IDENTIFIERS- Author Reader Relationship; Computer Assisted Writing; *Text Factors

The fundamental differences between traditional print and hypertext are likely to cause a shift in pedagogy. Hypertext radically alters traditional hierarchical structures both within writing systems and between author and reader. Hypertext

Aitken, H. Peter
Access and Affordability: Strategic Financial Perspectives for Independent Schools.
PUB DATE- 94
NOTE- 159p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; *Educational Finance; Elementary Secondary Education; *Financial Policy; *Financial Problems; *Private School Aid; *Private Schools; School Funds

The challenge to independent schools is maintaining excellent facilities and instruction while providing access to students from the widest range of financial backgrounds possible. This is difficult when many independent schools struggle to balance their budgets. There is growing evidence that independent schools are becoming less affordable and that compensatory trends in financial aid may be unsustainable. Increasingly affluent and inaccessible independent schools will not be in the position to play an important role in educational reform if trends continue. The National Association of Independent Schools began the Project on Pricing and Affordability to address these problems. As an outgrowth of that project, this book is designed to stimulate and support imaginative thinking in the independent school community on educational quality, access, and affordability. There are eight chapters: (1) "Background: The Project on Pricing and Affordability"; (2) How to Use This Book"; (3) "Where Do the Dollars Go?"; (4) "Financial Equilibrium: Balancing the Present and the Future"; (5) "Financial Assistance: How Is It Working and Where Are We Headed?"; (6) "Class Size and Individual Attention: Reexamining Articles of Faith"; (7) "Variety and Scale in School Programs: The Interplay Between School Mission and Market Forces"; (8) and "Agenda for Future Research." An index is included. (Contains 40 references.) (JPT)

ED 369 146 EA 025 727

Johnson, David W.; And Others
The New Circles of Learning: Cooperation in the Classroom and School.
PUB DATE- 94
NOTE- 118p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; *Cooperative Learning; *Educational Cooperation; Elementary Secondary Education; *Learning Strategies; Learning Theories

For schools and classrooms to become places of achieving goals, educators and students must cooperate to further learning. Cooperative learning in education means overcoming the competition and individualism present in traditional educational models. This book is designed to help educators understand and implement cooperative learning. It includes five essential components that make cooperation work: clearly perceived positive interdependence; considerable face-to-face interaction; clearly perceived individual accountability and

Administrative Flexibility Granted to the University of Hawaii and the Department of Education. Final Report to the Governor and the Legislative of the State of Hawaii.
PUB DATE- Nov 93
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accountability; Educational Administration; *Educational Finance; Elementary Secondary Education; Higher Education; *Money Management; Program Evaluation; *State Departments of Education; *State Universities
IDENTIFIERS- *Administrative Flexibility; *Hawaii; University of Hawaii

Since 1986, the Hawaii Legislature has granted the University of Hawaii (UH) and the State Department of Education (DOE) greater administrative financial flexibility than is allowed other state agencies. In 1989, the state auditor was requested to evaluate the legislation's effects and educational assessment progress at the two educational agencies. This final report shows that neither the UH nor the DOE can demonstrate that increased administrative flexibility has resulted in improved educational services. Whereas the UH can demonstrate timely performance of fiscal operations affected by the administrative flexibility legislation, the DOE still lacks any performance data for evaluating its fiscal operations. Faced with difficulties in implementing its new automated financial management system, the DOE has not emphasized performance monitoring. Both educational agencies are continuing to pay late interest penalties only when vendors bill them for the penalty. Also, neither agency can routinely monitor the time taken to pay vendors. Regarding educational program assessment, the UH has pursued a diffused approach stressing operational unit needs over systemwide accountability needs. The DOE's educational assessment and accountability system is fragmented. Recommendations to improve both agencies' accountability efforts are provided. Letters of comment and an executive summary are appended. (MLH)

ED 369 167 EA 025 775

McCarthy, Martha; And Others
State Education Governance Structures.
PUB DATE- Nov 93
NOTE- 124p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Responsibility; Elementary Secondary Education; *Governance; *Governmental Structure; *Qualifications; Responsibility; School Administration; *State Boards of Education; *State Government

This report addresses one aspect of education governance--state-level governance structures across states. This report explores in depth the formal relationships among those holding official positions in state education governance and how such relationships have changed over time. The information in this report is derived from three sources: surveys of selected state education policymakers and government officials, reviews of

(ED), Washington, DC.
PUB DATE- Apr 94
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Decentralization; Elementary Secondary Education; Professional Development; *Program Effectiveness; Public Schools; *School Based Management; *School Effectiveness; *School Restructuring

While school-based management (SBM) is increasingly becoming a part of state and district reform efforts, there is little evidence that it improves school performance. However, this may be an unrealistic expectation for a governance-oriented reform. SBM also can improve organizational performance not only when people at lower levels are brought into the decision-making process, but when these people are trained for their new roles and rewarded for achievement. This study examined whether and under what conditions high-involvement SBM, when combined with curriculum and instruction reforms, could improve school performance. Twenty-four schools in four North American school districts were studied using interviews and surveys. The results supported the importance of three elements in SBM: knowledge and skills training for those involved; access to information about the performance of the organization; and rewards granted for results. These findings contribute to a new understanding of SBM that goes beyond the traditional boundaries of mechanisms for sharing power. Also, to improve school performance, SBM must focus school-level educators' attention on performance rather than new management structures. (Contains 29 references.) (JPT)

ED 369 187 EA 025 831

Elsberry, Cynthia C.; Bishop, Harold L.
Perceptions of First-Year Elementary Principals in Three Southeastern States Regarding Principal Induction Programs.
PUB DATE- Nov 93
NOTE- 31p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (22nd, New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Curriculum Development; Elementary Education; Inservice Education; *Management Development; Mentors; *Orientation; Planning; *Principals; Surveys; Workshops
IDENTIFIERS- Alabama; *Beginning Principals; Mississippi; South Carolina

Current literature reveals that induction for beginning principals is often poorly planned or nonexistent. The purpose of this research, which examined induction practices for 112 randomly selected first-year elementary principals in Alabama, Mississippi, and South Carolina, was to study current induction programs, determine beginning principals' needs, and identify effective induction methods. Respondents ranked 10 areas of responsibility for first-year elementary principals in order of need for inclusion in induction programs. "Goal setting and planning" was ranked first, followed by "instruction and

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Camping; Change Strategies; Community Programs; Day Programs; Normalization (Disabilities); *Program Development; Recreational Activities; *Severe Disabilities; *Social Integration; *Summer Programs
IDENTIFIERS- *Massachusetts (Waltham)

Developed as part of a study which attempted to integrate students with severe disabilities into regular recreational and leisure activities, this report focuses on integrating summer camps in the Greater Waltham (Massachusetts) area. It documents how a segregated camp for children and teens with disabilities can be closed down and the campers integrated into existing summer programs. It also describes how an age-appropriate program can be implemented for a large number of people simultaneously, how families and agencies can work together to plan a new program, and how such an integrated summer program can be cost effective. The process of developing the integration plan is detailed for both the first and second years of change. For each year, the report includes planning procedures by the Greater Waltham Association for Retarded Citizens and community groups, coordinating among the city camps, meeting with parents, developing staffing plans, training counselors, and planning transportation. A chart offers budget comparisons over 3 years. The process of change was accomplished in 2 years and has been accepted by all groups as successful. Tables provide such information as "Tips for Enhancing Integration" and "Daily Guide for Sending Children to Camp." (Contains 16 references.) (DB)

ED 369 206   EC 302 935

Community Access Survey. Project REC.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 93
NOTE- 14p.; For a related document, see EC 302 930.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Accessibility (for Disabled); Building Design; Buildings; Community Programs; *Disabilities; *Evaluation Criteria; Physical Mobility; *Public Facilities; Recreational Facilities; Safety; *Standards; Surveys; Transportation

Developed as part of a larger project to integrate youth with disabilities into regular recreational and leisure activities, this survey was developed for use in the assessment of public accommodations according to the minimum standards set forth in the Americans with Disabilities Act (ADA). The instrument utilizes a yes/no response format, with a section for comments following each area. The technical specifications used in the survey are based on those required by Title III of the ADA, the American National Standards Institute, and the Rules and Regulations of the Massachusetts Architectural Access Board. Subsections of the survey address transportation, parking, pathways (outdoors), general organizational structure, doors, ramps/lifts/stairs, elevators, corridors/lobbies, meeting spaces, bathrooms, libraries, places of assembly, swimming pools, and safety/emergency accommodations. (DB)

ED 369 207   EC 302 936

IDENTIFIERS- *Minnesota

This report proposes creation of a flexible and coordinated system for delivery of comprehensive community-based services to Minnesota children with emotional and behavioral disorders. The proposal calls for the state to support multiagency Local Collaboratives with: (1) legislation that grants local communities certain powers in exchange for commitments and accountability, (2) technical assistance, (3) coordination of state medical programs, and (4) coordination of state departments. Local Collaboratives should eventually include the county agencies for mental health, child welfare/protection, health, and juvenile court services, along with schools, providers, and insurers. The proposed system is functionally integrated, involving multiagency intake by parent and professional collaboration, multiagency assessment coordination, multiagency care planning, unitary case management, and customized services. A locally integrated funding strategy is proposed to enhance the efficiency of existing dollars and leverage significant new dollars through federal reimbursement to fund the expansion of earlier identification and intervention capabilities. The role of managed care in mental health services is also discussed. Appendices contain data on funding needs and expenditures, target population criteria, funding approaches, task force members, a draft of legislation to implement the proposed mental health system, and a glossary. (Reference notes accompany each section.) (JDD)

ED 369 224 EC 302 954

Bruder, Mary Beth; And Others

Higher Education Faculty Institute Multidisciplinary Inservice Model Demonstration Project. Final Report.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.

PUB DATE- 30 Sep 93

NOTE- 984p.; Occasional smudged pages.

LANGUAGE- English

EDRS Price- MF07/PC40 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reference Materials - Bibliographies (131),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- College Faculty; Cultural Awareness; *Curriculum Development; Demonstration Programs; *Disabilities; Early Childhood Education; *Early Intervention; *Faculty Development; Family Involvement; Federal Programs; Higher Education; Inservice Teacher Education; Institutes (Training Programs); Interdisciplinary Approach; Legal Responsibility; Practicums; *Professional Education; *Teaching Models

IDENTIFIERS- *New York (New York)

The Higher Education Faculty Institute was designed to increase the capacity of institutions of higher education to offer coursework, practicum, and specialty course sequences across personnel preparation programs for disciplines involved in early intervention. During the 3 years of the project, 38 higher education faculty were enrolled in Institutes representing 15 colleges and universities in the New York metropolitan area. The primary goal was to develop a model inservice program for university faculty representing related service disciplines. A 5-day Institute format was developed to train small groups of faculty and to provide follow-up

Perspectives, Methodological Problems and Options" (Thomas Kay); "Neuropsychological Evaluation of Persons with Traumatic Brain Injury" (Lance E. Trexler); "Brain Injury Rehabilitation in Small Towns and Rural Communities" (James Malec and Dale F. Thomas); "Development of a Model of Community-Based Employment for Persons with Traumatic Brain Injury" (Dale F. Thomas and Fredrick E. Menz); "Behavior Management of Persons with Head Injuries in Community-Based Vocational Settings: New Challenges for Professionals" (Gary R. Ulicny); "Maintaining Work after Traumatic Brain Injury: Experiences from Two Neuropsychological Rehabilitation Programs" (George P. Prigatano); "Long-Term Case Management: A Rehabilitation System and Community Provider Perspective on Handling Crisis and Non-Crisis Problems" (Robin Ray and Nancy D. Schmidt); "Return to Work: Supported Employment for Persons with Traumatic Brain Injury" (Paul Wehman and others); "Developing Funding Policy in the Public Sector When Resources Are Uncertain and Where Competition Is Keen" (John H. Noble, Jr. and others); and "Public Policy for Persons with Traumatic Brain Injury" (Faith S. Kirk and George Zitnay, summarized by Fredrick E. Menz and others). (References accompany each paper.) (JDD)

ED 369 242   EC 302 973

Planning Accessible Conferences and Meetings: An ERIC/OSEP Information Brief for Conference Planners.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.
PUB DATE- 93
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accessibility (for Disabled); Civil Rights Legislation; *Compliance (Legal); *Conferences; Design Requirements; *Disabilities; Federal Legislation; Hearing Impairments; Meetings; Physical Disabilities; Physical Mobility; Planning; Public Facilities; Visual Impairments; Visually Impaired Mobility
IDENTIFIERS- Americans with Disabilities Act 1990

The planning of conferences that are accessible to people with disabilities involves focusing on the accessibility of all aspects of the meeting, including choosing a site, promotion, registration, presentations, and handouts. Any meetings and facilities that are open to the public must comply with the provisions of the Americans with Disabilities Act of 1990, which calls for reasonable modifications to avoid discrimination in policies, practices, and procedures. Special site accessibility needs of individuals with mobility impairments, visual impairments, and hearing impairments should be considered. Promotional material should be available in formats other than print. Registration forms should ask whether any special assistance is needed. Conference presentations should be examined in terms of the needs of individuals with visual impairments, hearing impairments, or other disabilities. Techniques are outlined for accommodating participants in cases where accommodations necessary for one person conflict with the needs of another. Contains 11 references. (JDD) grade French immersion students in Ontario developed for oral communication and the contexts of such communication. Over the course of the school year each student was videotaped once a month in various classroom settings. The transcriptions of student conversations and utterances were compared to the accumulated hours of French instruction at each taping, and categorized by type of communication strategy. These strategies included mediation of meaning, modelling, sizing up context, cross-lingual interactions, code-mixing, formulaic speech, and novel speech. Student utterances were also classified by context, such as: (1) teacher- or assistant-initiated interactions with students; (2) student-initiated interactions with the teacher or assistant; (3) student-initiated interactions with students; and (4) students talking to themselves. The strengths of current classroom practice in immersion programs are also discussed, as well as future directions for research and practice. (Contains 24 references.) (MDM)

ED 369 263 FL 021 979

Reeves, Nigel
Bilingual Information Processing--Autonomous Learning and Cross-Cultural Negotiating--the European Monetary Union Project at Aston University.
PUB DATE- 93
NOTE- 10p.; Paper presented at the Institute of Language Education (Hong Kong, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Education; *Collective Bargaining; Economics; English; Foreign Countries; *German; Higher Education; Independent Study; Intercultural Communication; *International Trade; *Languages for Special Purposes; Language Skills; Monetary Systems; Program Descriptions; *Second Language Programs; Simulation
IDENTIFIERS- *European Monetary Union

This paper discusses the role that foreign language programs should play in targeting their instruction to the particular needs of students, whether they are studying business, science, or other technical fields. It also describes an English-German negotiation simulation for final year students in the International Business and German course at Aston University in Birmingham, England. Students are divided into four teams and conduct negotiations on various real-life topics related to British and German participation in the European Monetary Union (EMU). The four topics for the 1993-94 school year were: (1) The Exchange Rate Mechanism (ERM); (2) the EMU as proposed in the Maastrict Treaty; (3) the role of the Federal German Bank; and (4) the significance of the ERM and EMU for British and German industrial interests. The teams analyze briefing materials in both English and German, prepare oral and written presentations in German, conduct negotiations in both English and German, and write reports on the outcomes in both English and German. Teams not participating in a given negotiation act as journalists and write simulated news reports of the proceedings for British and German newspapers. All oral presentations and negotiations are filmed for later review and critique. (MDM)

ED 369 264 FL 021 980

ED 369 284 FL 022 058

Cherry, Donald Esha
Learning with Rods: One Account.
PUB DATE- Apr 94
NOTE- 54p.; Master's Thesis, School for International Training, Brattleboro, Vermont.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Techniques; Elementary Secondary Education; *English (Second Language); FLES; *Instructional Materials; Language Skills; Lesson Plans; Questioning Techniques; *Second Language Instruction; Teaching Methods
IDENTIFIERS- *Cuisenaire Materials

This paper discusses one English as a Second Language (ESL) teacher's attempts to use cuisenaire rods as a language learning tool. Cuisenaire rods (sometimes called algebricks) vary in size from 1 x 1 x 10 centimeter sticks to 1 x 1 x 1 centimeter cubes, with each of the 10 sizes a different color. Although such rods have been used to teach mathematical concepts, they are also used to teach basic language concepts, such as numbers, colors, size, question words, and question-and-answer skills, as well as more abstract concepts. Several ESL lessons using cuisenaire rods are discussed, highlighting their implementation and the results. Such lessons encourage student questioning and discussion, because the teacher usually speaks only to stimulate response (hence teaching techniques associated with the rods are known as the Silent Way). An appendix contains a description of the use of cuisenaire rods to diagram sentences. (Contains 5 references.) (MDM)

ED 369 285 FL 022 066

Lewis, Philip
The Acquisition of Clicks by Non-Mother-Tongue Speakers.
PUB DATE- Jul 94
NOTE- 18p.; Paper presented at the Conference on Linguistics for the Language Professions (Stellenbosch, South Africa, April 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *African Languages; Distinctive Features (Language); Elementary Education; Foreign Countries; *Language Proficiency; *Phonemics; Phonetics; Phonology; *Second Language Instruction; Second Language Learning; Uncommonly Taught Languages
IDENTIFIERS- *Click Phoneme; *Xhosa

This paper addresses the difficulty experienced by many non-mother-tongue speakers in acquiring the click sounds of the Xhosa language. Eighteen English- and Afrikaans-speaking students, aged 10 through 13, with no previous knowledge of Xhosa were instructed and tested in making the 15 different click sounds that occur in the Xhosa language. The results indicated that non-mother-tongue speakers found it easier to acquire certain click types than others. Dental clicks tend to be correctly produced more frequently than alveolar lateral clicks and alveopalatal clicks. Non-mother-tongue speakers often showed the tendency to produce clicks as voiceless and aspirated alveolar and velar stops. A second substitution process occurred when subjects produced alveopalatal clicks as making, and helping others. Review lessons are scattered throughout. (LB)

ED 369 306   FL 800 753

Literacy Works, Volume 4, 1992-93.
PUB DATE- 93
NOTE- 127p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Literacy; American Indian Languages; Business; *Canada Natives; Cognitive Style; Computers; Deafness; Developmental Disabilities; Employers; Employment Opportunities; Fetal Alcohol Syndrome; Foreign Countries; *Immigrants; Indigenous Populations; Language Usage; *Learning Disabilities; *Literacy Education; North American English; Reading Skills; Student Evaluation; *Tutoring; Word Processing
IDENTIFIERS- Canada; Fetal Drug Exposure; Workplace Literacy

Four issues of the newsletter are included. Number 1, with the theme "Literacy and New Canadians," includes an editorial on the government's new language training programs, articles on programs for newcomers, news from the Prairie Literacy Institute, and short reports on a theater project and adolescent problems. Focusing on "Literacy and Learning Disabilities," number 2 contains an editorial on early intervention, tutoring tips on word attack techniques and on fetal alcohol syndrome, and profiles on the Learning Disabilities Association of Saskatchewan, Regional College, a Calgary program, self-efficacy, sensitivity in assessment, needs of Aboriginal people, and diverse learning styles. It also includes several resource reviews. Number 3 features an "Update on Literacy and Literacy for" the workplace, the family, the learning disabled, computers, seniors, the business community, the hearing impaired, and the mentally handicapped. An article on tutoring tips focuses on the jigsaw reading technique. Emerging literacy concerns include the needs for English-as-a-Second-Language literacy for the deaf. The theme of number 4 is "Native Education and Literacy." It offers articles on the START Program, the Muskeg Lake Library, oral tradition, word processing in Native language characters, Aboriginal participation in employment, Regina Public Library's Native Literacy Project, an Aboriginal/corporate workplace program, the SUNTEP program for training native teachers, and the Indian Student Education Centre. (LB)

ED 369 307   FL 800 755

Hamilton, Mary, Ed.; And Others
Worlds of Literacy. The Language and Education Library 5.
PUB DATE- 94
NOTE- 284p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Bilingualism; Case Studies; Change Strategies; Child Language; *Cultural Context; Distance Education; English (Second Language); Ethnic Groups; Family School Relationship; Females; Foreign Countries; Illiteracy; Intergenerational Programs; *Language Usage; *Literacy Education; Migrants; Power Structure; Punjabi; Sex Differences; Social Environment; Uncommonly Taught Languages; Unemployment; Writing Skills
IDENTIFIERS- French Creole

from the identity and integrity of the teacher. The archenemy of teaching is felt to be fear--fear of subjectivity, fear of judgment from the young, and fear in students that causes them to be silent in class. Effective teaching involves giving students responsibility, providing students with opportunities to become involved, and making frequent checks on their knowledge. (JDD)

ED 369 325 HE 027 363

A Compilation of Federal Education Laws. Volume III--Higher Education, As Amended through March 1994. Prepared for the Use of the Committee on Education and Labor of the U.S. House of Representatives and for the Use of the Committee on Labor and Human Resources of the United States Senate, One Hundred Third Congress, Second Session. Committee Print.
PUB DATE- Mar 94
NOTE- 735p.; Serial No. 103-J.
LANGUAGE- English
EDRS Price- MF04/PC30 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- American Indians; *Educational Facilities; Educational Finance; *Educational Improvement; *Educational Legislation; Engineering; Federal Aid; *Federal Legislation; *Government School Relationship; *Higher Education; Laws; Mathematics Education; School Support; Science Education; Universities
IDENTIFIERS- Education Amendments 1972; Education Amendments 1980; Excellence in Math Sci and Engrg Educ Act 1990; Higher Education Act 1965; Higher Education Act Amendments 1986; Higher Education Act Amendments 1992; National Science Foundation Act 1950

This document presents the texts of selected titles, sections, and amendments of federal laws dealing with specific aspects of postsecondary education. It is divided into the following major parts: (1) "General Higher Education Programs"; (2) "Native American Higher Education"; (3) "National Science Foundation"; (4) Mathematics, Science, and Engineering"; and (5) "Assistance to Specified Institutions." Selected titles and subsections include those from the Higher Education Act of 1965; the Higher Education Amendments of 1968, 1980, 1986, and 1992; the National Science Foundation Act of 1950; and the Excellence in Mathematics, Science, and Engineering Education Act of 1990. Among the subjects addressed are institutional and student financial assistance; educator recruitment, retention, and development; international education programs; academic facility improvement and construction; cooperative education; land-grant status for colleges in the United States, Virgin Islands, and Guam; postsecondary education legislation directed at American Indians; and educational improvements in the areas of mathematics and the sciences. (GLR)

ED 369 326 HE 027 364

Cahn, Steven M., Ed.
Morality, Responsibility, and the University. Studies in Academic Ethics.
PUB DATE- 90
NOTE- 273p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *College Faculty; Collegiality; *Ethics; Faculty Development; Faculty Recruitment; *Freedom of Speech; Graduate

with Students" (Knight); "The Critical Need for Collaboration" (Puhalla); "Lifelong Learning Will Ease the Pain" (Halperin); "Manpower Needs in Aviation" (Strickler); "Summary" (White); and "The Charge" (Puhalla). The commentary "Theater as Classroom" (Olanoff) is presented along with several reactions/commentaries to the Puhalla, Halperin, and Strickler papers. Appended are the conference agenda, biographies of the conference's 22 participants, and selected participant comments regarding their reasons for participating in the conference. (MN)

ED 368 869 CE 066 004

Ward, Christine
Systems and Procedures of Certification of Qualifications in the United Kingdom. National Report. 3rd Edition. CEDEFOP Panorama.
PUB DATE- 94
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Policy; Educational Practices; Employment Qualifications; *Evaluation Methods; Foreign Countries; Policy Formation; Postsecondary Education; Program Improvement; Secondary Education; *Standards; *Student Certification; *Student Evaluation; *Vocational Education
IDENTIFIERS- *National Vocational Qualifications (England); *United Kingdom

The National Council for Vocational Qualifications (NCVQ) was formed after a 1986 review of the system for certifying vocational qualifications in the United Kingdom and charged with the task of reforming the existing system. The following are among the NCVQ's major achievements to date: establishment of a framework of achievement levels to which qualifications outside the system can be equated; increased involvement of many professional bodies in the student certification process; shifting of the emphasis in assessment from the theoretical to the practical demonstration of competence; removal of many unnecessary barriers related to course entry; and establishment of the principle that qualifications should be awarded based on standards achieved rather than on completion of specified lengths or types of courses. Despite these improvements, the UK system of awarding vocational qualifications still faces fundamental problems, including the following: the poor quality of some standards on which qualifications are based; delays in exploiting the potential advantages of the unit system to allow transfer between qualifications; a rapid increase in the numbers of awarding bodies and qualifications; and uncertainty about how to foster and assess the knowledge and understanding necessary for successful work performance and subsequent progression. A glossary is appended. (Contains 16 references.) (MN)

ED 368 870 CE 066 005

Mullins, Barbara K.
Makin' a Life: Parenting in Families of Color.
PUB DATE- 2 Oct 92
NOTE- 12p.; Paper presented at the Annual Imperative Educational Network (4th, Athens, GA, October 2, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..."

NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; *Adult Reading Programs; Attitude Change; *Curriculum Development; High School Equivalency Programs; *Literacy Education; Models; *Multisensory Learning; Pretests Posttests; Program Effectiveness; Reading Attitudes; Skill Development; Student Attitudes; Teacher Attitudes; *Visual Literacy; Vocabulary Development
IDENTIFIERS- 353 Project

A visually oriented educational model that was originally developed for use with children was adapted for use with adults in an adult basic and literacy education class. The four-step visual literacy model required students to perform the following actions while reading an entire novel: visualize, inquire, read, and apply. A General Educational Development (GED) teacher and a life skills teacher were trained to use the model with students. Ten GED and five life skills students completed the entire program, including pre- and posttests. An additional 12 students started the program but did not complete it for various reasons. A comparison of the 15 completers' pre- and posttest scores indicated that the students achieved gains in knowledge of general and Spanish vocabulary but no significant gains in general knowledge. The students' attitudes toward fiction became more positive at the end of the project. When interviewed and asked to complete attitude surveys, the teachers and students alike were enthusiastic about the program and felt that the materials and activities helped the students develop comprehension and thinking skills. (Appended are the assessment instruments, interview questions, and student attitude survey results.) (MN)

ED 368 889 CE 066 069

Lankard, Bettina A.
Recruitment and Retention of Minority Teachers in Vocational Education. ERIC Digest No. 144.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Faculty Mobility; *Minority Group Teachers; *Multicultural Education; Personnel Needs; Postsecondary Education; Secondary Education; Teacher Persistence; *Teacher Recruitment; *Teacher Supply and Demand; Vocational Education; *Vocational Education Teachers
IDENTIFIERS- ERIC Digests

Although the number of minority students in U.S. schools continues to increase, the number of ethnically diverse teachers continues to decline. The multicultural classroom creates a demand for teachers who are aware of cultural differences within the student population. Minority teachers are in a unique position to understand these differences and to provide ethnic role models. Several factors contribute to the shortage of minority teachers, including the low retention rate of minority students attending college and difficulties in transferring from two- to four-year colleges. Because many

ED 368 907 CE 066 128

Young, Grant L.
Looking through Eyes of Compassion: Visible Minorities in SIAST.
PUB DATE- Mar 94
NOTE- 44p.; Prepared for the SIAST Education Equity Committee.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Admission Criteria; *Adult Vocational Education; Ancillary School Services; Educational Discrimination; Educational Research; English (Second Language); *Equal Education; Followup Studies; Foreign Countries; *Minority Groups; Program Design; School Holding Power; Staff Development; *Student Recruitment
IDENTIFIERS- Saskatchewan Institute of Applied Sci and Techn

A research project examined the current needs of and potential services for visible minority students within Saskatchewan Institute of Applied Science and Technology (SIAST). The examination focused on three main questions: accuracy of the present definition of visible minorities, barriers experienced by visible minority students in six areas, and interventions or accommodations necessary to overcome these barriers. The primary research was undertaken by conducting focus groups with students of English as a second language and representatives from external groups and interviewing and surveying visible minority students. Findings resulted in these recommendations: determination of an appropriate name and definition for this population and revision of all related SIAST policies and documents to include them; active recruitment of equity students; development of a model for evaluating foreign credentials; evaluation of all entrance tests; development of a formal prior learning assessment process; development and delivery of a preparatory class, course in technical language development, and bias-free curriculum to increase retention; promotion of flexibility in program organization; development of academic support; promotion of diversity awareness; development of follow-up for minority students; mandatory staff development on diversity; and representation on the education equity committee for the external community. (Appendixes include 17 references, student questionnaires, and list of colleges/institutes surveyed.) (YLB)

ED 368 908 CE 066 129

Testing and Assessment in Vocational Education. Background Paper.
PUB DATE- Mar 94
NOTE- 127p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accountability; *Compliance (Legal); *Educational Change; Educational Legislation; Educational Policy; Evaluation Criteria; *Federal Legislation; Federal Regulation; Job Skills; *Measures (Individuals); Performance; Postsecondary Education; Public Policy; Secondary Education; State Government; *Vocational Education

This background paper provides a picture of general progress in vocational education assessment instruments and policies. Chapter 1 explains the paper's purposes and presents a summary of its contents. Chapter 2 traces the evolution of federal accountability requirements in vocational education law and

Directed Learning Research" (Long); "Childhood Experiences as Origins of Self-Directed Learning Experiences" (Long, Stubblefield); "Self-Confidence and Self-Directed Learning: An Overview from Social-Cognitive Psychology" (Jones); "A Longitudinal Study: Social Behavior and SDLRS Self-Directed Learning Readiness Scale Scores" (Long, Redding, Eisenman); "From Behaviorism to Humanism: Incorporating Self-Direction in Learning Concepts into the Instructional Design Process" (Hiemstra, Brockett); "Self-Undirected Learning" (Ebeling); "The Organizing Circumstance Revised: Environmentally Structured Learning Projects among Adults with Low Formal Education" (Padberg); "The Current State of SDL in Business and Industry" (Piskurich); "Self-Directed Professionals and Autodidactic Choice" (Bouchard); "Self-Directed Learning in French Professional Education" (Carre); "Self-Organized Job Related Learning: An Empirical Study" (Straka, Kleinmann, (Stokl); "Self-Directed Learning Readiness as a Characteristic of the Entrepreneur" (Guglielmino, Klatt); "Self-Directed Learning Readiness and Job Performance at Motorola" (Durr, Guglielmino, Guglielmino); "Continuous Workplace Learning: An Assessment of Learner Perceptions" (Welden, Denny); "Learner Profiles: A Cross-Sectional Study of Selected Factors Associated with Self-Directed Learning" (Confessore, Confessore); and "Seeing Information Sources form the Learner's Perspective" (Steele). The volume contains 30 tables and 22 figures. (YLB)

ED 368 925 CE 066 184

King, Patricia M.; Kitchener, Karen Strohm
Developing Reflective Judgment: Understanding and Promoting Intellectual Growth and Critical Thinking in Adolescents and Adults. Jossey-Bass Higher and Adult Education Series and Jossey-Bass Social and Behavioral Science Series.
PUB DATE- 94
NOTE- 323p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adolescents; Adult Education; Adults; *Cognitive Development; *Critical Thinking; Developmental Stages; Educational Research; Epistemology; *Evaluation Methods; Formal Operations; Higher Education; *Intellectual Development; Intelligence; Learning; Longitudinal Studies; Models; *Thinking Skills
IDENTIFIERS- *Reflective Judgment

This book describes the Reflective Judgment Model (RJM) and provides a comprehensive review of the research on it and the Reflective Judgment Interview (RJI). Chapter 1 defines reflective judgment as an often neglected aspect of critical thinking. Chapter 2 discusses stage-related assumptions that underlie RJM and relates RJM to current work in developmental psychology and to prior and current models of epistemological development. Chapter 3 describes RJM's seven stages. Chapter 4 focuses on the assessment of reasoning skills and contrasts the components necessary for assessing reasoning about ill-structured problems with those found in other common measures of thinking. Chapter 5 describes the assessment procedures used in measuring reflective judgment and summarizes alternative approaches to and new developments in the assessment of reflective judgment. Chapter 6 focuses on research on RJM. It describes a 10-year longitudinal study, summarizes findings from other longitudinal studies, and presents general patterns of development in reflective judgment based on the 1,700

(ABE)/English as a Second Language (ESL) Training Approaches Project to assist ABE instructors, both professionals and volunteers. The packet is intended to stand alone and encompasses a two-session workshop series with activities scheduled for participants to accomplish between sessions. Ideally, the sessions should take place about 1 month apart. Introductory materials include information about the series and the training packet, a workshop overview (objectives, time, materials checklist, preparations checklist), and workshop outline for each session. Trainer notes for each session include a checklist of tasks to be completed before the session and an outline of activities with necessary materials and times. Topics covered in the sessions include the following: attitudes toward math education; goals of ABE/General Educational Development math education; problem solving in the classroom; feelings about math; and developing a math lesson. Time is allowed for preparation for the home task and feedback on the home task. Trainer's supplements follow each session. Other contents include sample flyers, participant questionnaire, and masters for all handouts and transparencies needed in the sessions. Background readings include a summary of the 13 standards, Math-Moron Myths, and How Can We Best Help ESL Students with Math? (YLB)

ED 368 945 CE 066 277

Koehler, Sandra; Dean, Peggy
Monitoring Student Progress. Training Packet for a Two-Session Workshop. Study of ABE/ESL Instructor Training Approaches.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 93
NOTE- 96p.; For related documents, see ED 338 605, ED 344 054-056, and CE 066 274-281.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Achievement; *Adult Basic Education; Adult Educators; Adult Learning; Adult Students; Educational Planning; *English (Second Language); Instructional Materials; Lesson Plans; *Student Evaluation; *Student Improvement; *Teacher Education; Teacher Education Programs; Teacher Workshops; Teaching Guides; Transparencies

This training packet on monitoring student progress is 1 of 10 developed by the Study of Adult Basic Education (ABE)/English as a Second Language (ESL) Training Approaches Project to assist ABE instructors, both professionals and volunteers. The packet is intended to stand alone and encompasses a two-session workshop series with activities scheduled for participants to accomplish between sessions. Ideally, the sessions should take place about one month apart. Introductory materials include information about the series and the training packet, a workshop overview (objectives, time, materials checklist, preparations checklist), and workshop outline for each session. Trainer notes for each session include a checklist of tasks to be completed before the session and an outline of activities with necessary materials and times. Topics covered in the sessions are as follows: ways of monitoring student progress; lesson planning; and development of lesson plan. Time is allowed for preparation for the home task and feedback on the home task. Trainer's supplements follow each session. Other contents include sample flyers, participant questionnaire, and masters for all handouts and transparencies needed in the

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Civil Liberties; *Developing Nations; *Educational Needs; Foreign Countries; Human Relations; International Crimes; *International Education; *International Organizations; Justice; Peace
IDENTIFIERS- *Asia Pacific Region

This special issue centers around the theme of education for peace and human rights. It contains materials concerning the practice of adult education in the Asian-South Pacific region. The journal contains 15 papers. The following papers provide regional perspectives: "Learning to Live in Harmony and Diversity" (editorial) (Rajesh Tandon); "Human Rights Education as a Human Right" (workshop report); "Human Rights Teaching Programmes: Specific Problems and Scope" (Anand Swaroop Verma); "Human Rights Education and Social Awareness Raising Programme" (Sushil Pyakural); "Legal Literacy, Human Rights Education, and Paralegal Training in Sri Lanka" (Kalyananda Tiranagama); "Human Rights and the Third World" (Deepika Udagama); "Peace and Human Rights Education: A South Pacific Perspective" (Joseph C. Veramu). The following papers are classified from an international perspective: "IMF International Monetary Fund , World Bank Violate Human Rights" (Mutombo Mulami); "Address by Director General of UNESCO at the Inauguration of the Human Rights Street, Nuremberg, October 24, 1993" (Federico Mayor). The following papers are reports from the United Nations World Conference in Vienna: "Vienna Report--The World Conference on Human Rights" (Andre Frankovits); "Working Group on Human Rights Education: Recommendation for Reform in the United Nations Human Rights System" (report); "The Vienna NGO Nongovernmental Organizations Forum" (John Scott-Murphy); "The Vienna Declaration on Women" (conference resolution); "Beyond Vienna" (John Scott-Murphy); and "Conference Documents"--summaries and recommendations from the forum. The document also contains reviews of five books on peace and human rights. (KC)

ED 368 965 CE 066 362

Williamson, Patty
Tech Prep Marketing Guide. The Complete Book of Strategies and Practical Experiences.
PUB DATE- 93
NOTE- 121p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Articulation (Education); Education Work Relationship; High Schools; *Marketing; *Program Development; *Publicity; School Business Relationship; *Technical Education; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Tech Prep

This guide explains the concept of marketing tech prep and provides marketing principles and strategies to promote tech prep programs. The guide covers the following topics: (1) why it is necessary to market tech prep; (2) what a comprehensive tech prep marketing plan should include; (3) targeting the benefits message; (4) marketing tech prep to other educators, counselors, employers, students, and parents; and (5) how to budget for and evaluate marketing activities. Three appendixes contain the following: names, positions, and addresses of persons quoted in the guide; an annotated bibliography listing

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; *Job Skills; Learning Activities; *Literacy Education; *Mathematical Concepts; *Mathematics Instruction; Skill Development
IDENTIFIERS- *Workplace Literacy

This workbook, designed for workplace literacy courses, contains materials for a mathematics review course focused on helping participants understand the meaning of numbers and arithmetic operations. Strategies are provided for increasing accuracy when doing computations with whole numbers, decimals, and percents. Applications to real work situations are used throughout with an emphasis on problem solving. Introductory materials include objectives, a topical outline, a course outline, and information on course time. The workbook contains lesson plans for 10 sessions (objectives, topics, method, evaluation, and materials needed), information sheets and problems to solve. Topics covered are as follows: mathematics anxiety, place value, problem solving, operations with whole numbers, reading charts and graphs, decimals, tolerance, measurements, percents, and paychecks. A pretest and a posttest with answers are included. (KC)

ED 368 986 CE 066 416

Meier, Jean
Math on the Job.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 94
NOTE- 68p.; For related documents, see ED 351 578-599 and CE 066 398-418.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; *Job Skills; Learning Activities; *Literacy Education; *Mathematical Concepts; *Mathematics Instruction; Skill Development
IDENTIFIERS- *Workplace Literacy

This workbook, designed for workplace literacy courses, contains materials for a mathematics review course of basic number concepts focused on helping participants understand the meaning of numbers and arithmetic operations. Strategies are provided for increasing accuracy when doing computations with whole numbers, decimals, and percents. Rounding, estimating, and averaging is covered together with techniques for mental arithmetic. Applications to real work situations are used throughout with an emphasis on problem solving. Introductory materials include objectives, a topical outline, a course outline, information on course time and resources. The workbook contains lesson plans for 12 sessions (objectives, topics, method, evaluation, and materials needed), information sheets and problems to solve. The following topics are covered: place value, problem solving, mental arithmetic, division, rounding, estimating, averaging, decimals, fractions, planning and cost estimation, percent, quality control, job labor costs, personal money management, and employee benefits. A pretest and a posttest with answers are included. (KC)

Nash, Paul; Nader, Frederick P.
Ten Guidelines for Effective Counseling.
SPONS. AGENCY- Small Business Administration, Washington, D.C.
PUB DATE- 90
NOTE- 11p.; For related article see CG 025 328. Reprinted from "Small Business Forum," the Journal of the Association of Small Business Development Centers, Fall 1990.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Counselor Performance; *Individual Counseling; Small Businesses
IDENTIFIERS- *Small Business Centers

Ten basic guidelines for effective counseling offer support for small business development counselors. The guidelines are: (1) paying attention to the context of the meeting, including time, setting, and physical condition of clients; (2) being aware of nonverbal signals; (3) believing that the client has the ability to solve his/her problem; (4) being open to the unexpected; (5) listening effectively; (6) talking simply and clearly; (7) asking and answering questions effectively; (8) expecting and handling resistance to change; (9) building a resolution of the client's problem; and (10) inviting client feedback on the counselor's process. (MSF)

ED 369 008 CG 025 328

Boyd, John A.
A Business Advisor's Guide to Counseling Theories.
SPONS. AGENCY- Small Business Administration, Washington, D.C.
PUB DATE- 93
NOTE- 15p.; For a related document, see CG 025 327. Reprinted from the "Small Business Forum," the Journal of the Association of Small Business Development Centers, Spring 1993.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Business Administration; Counseling Objectives; *Counseling Techniques; *Small Businesses
IDENTIFIERS- Adler (Alfred); Ellis (Albert); Rogers (Carl); Schein (Edgar H); *Small Business Centers; Thorne (Frederick C)

For the small business advisor, consulting and counseling are part of the same continuum. Advisors' roles can be aligned hierarchically: (1) advisors may need simply to provide business information or expertise; (2) they may need to facilitate the business process, helping clients identify problems and discover their own solutions; (3) for clients holding false premises, advisors may need to engage in developmental counseling to develop business concepts or identify direction and make decisions; (4) they may need to redirect clients' energies, either because their aspirations do not match their capabilities or because they are unable to consider the situation fully; or (5) advisors may need to intervene in crisis situations. All counseling theories involve the client in learning with the intent to change behavior. They provide a basis for approaching these diverse situations. The Rogerian approach, involving empathy but no attempt to change was developed. Survey data concerning attitudes and behaviors related to adjustment were solicited at entry, mid-quarter, and before finals; comparisons were also made between first-quarter and upper level students. The multiple approach adopted here yielded information that might have been overlooked if the study had relied on a single data source or method. Results indicate that institutions must be aware of two key points: (1) the unique needs and challenges its students face; and (2) the time and location of weak links or gaps in the existing support systems. (RJM)

ED 369 028   CG 025 376

Powell, Jack L.; Jacobson, Alan S.
Trait Ambiguity and Controllability in Evaluations of Self and Others.
PUB DATE- 93
NOTE- 11p.; Paper presented at the Convention of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aptitude Treatment Interaction; *Attribution Theory; *Egocentrism; Higher Education; *Self Concept; *Self Concept Measures; Self Congruence; Self Esteem; Social Cognition

Research has found that most people tend to rate themselves as above average on desirable skills or qualities and below average on undesirable qualities. Two factors have been found to influence this self-serving bias: (1) controllability or the perceived control one has over developing a trait; and (2) trait ambiguity in which a positive trait may be easily tailored to fit one's self-conception. In this study, 54 college students rated either themselves, a close friend, or an average college student on a list of 32 traits. Self-serving and group-serving biases were detected in the group. Subjects rated themselves and their friends higher than the average student on positive traits and lower on negative traits. Subjects did rate the average college student higher on positive traits than on negative traits overall, which may reflect a group-serving bias or a desire to appear fair. Nevertheless, the positive traits assigned to the average student possessed high ambiguity and low controllability so that the rater could continue to think that he or she was still better than the average student on those traits. (RJM)

ED 369 029   CG 025 384

Women Work, Poverty Persists: A Status Report on Displaced Homemakers & Single Mothers in the United States.
PUB DATE- 94
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Census Figures; *Displaced Homemakers; *Economic Status; Employment Patterns; *Fatherless Family; Females; Government Role; Job Training; *Mothers; *One Parent Family; *Poverty; Poverty Programs; Social Action; Social Indicators

For many single mothers and displaced homemakers (homemakers who must suddenly enter the workforce), jobs often do not signify escape from poverty. 1990 U.S. Census data indicate that the number of single mothers and displaced homemakers rose questionnaire are attached.) (RS)

ED 369 048 CS 011 666

Morrow, Lesley Mandel
Literacy Development in the Early Years: Helping Children Read and Write. Second Edition.
PUB DATE- 93
NOTE- 399p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Childrens Literature; Family Environment; *Literacy; Primary Education; Reading Attitudes; *Reading Instruction; Reading Writing Relationship; Student Development; *Teaching Methods; *Writing Instruction
IDENTIFIERS- Childrens Writing; *Emergent Literacy

Intended for teachers, reading specialists, administrators, students in teacher education programs, and parents, this book contains descriptions of strategies for fostering emergent literacy and steps for carrying them out. An underlying theme is the merging of the art and the science of teaching. Chapters in the book begin with questions to focus on while reading the text and conclude with suggested activities and questions and a case study activity for use by preservice and inservice teachers. Chapters in the book are: (1) Foundations of Early Literacy Development; (2) The Home and Family Literacy Development; (3) Language and Literacy Development; (4) Reading and Literacy Development; (5) Developing Positive Attitudes toward Reading through the Use of Children's Literature; (6) Developing Concepts about books and Comprehension of Text; (7) Developing Reading through Learning about Print; (8) Writing and Literacy Development; and (9) Organizing and Managing the Learning Environment for Literacy Development at School. A 25-page bibliography of children's literature arranged into 23 categories, additional literature resources, resources for teachers, resources for parents, a list of quality television programs associated with children's books, and a bibliography of approximately 300 items are attached. (RS)

ED 369 049 CS 011 667

Readence, John E.; And Others
Content Area Reading: An Integrated Approach. Fourth Edition.
PUB DATE- 92
NOTE- 370p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Computer Uses in Education; *Content Area Reading; Individual Differences; Integrated Activities; Publishing Industry; Reading Attitudes; Reading Comprehension; *Reading Processes; Secondary Education; *Student Evaluation; Study Skills; Textbook Evaluation; *Textbooks; Vocabulary Development; Writing Strategies
IDENTIFIERS- *Content Area Teaching

Integrating the current "state of the art" in content area reading with some new ideas, this book presents preservice and inservice teachers with theory and related teaching strategies to aid students in reading and learning from their textbooks. The book provides teachers with a comprehensive examination of content area reading to make them better teachers of content,

ED 369 069 CS 011 687

Almasi, Janice F.; Gambrell, Linda B.
Sociocognitive Conflict in Peer-Led and Teacher-Led Discussions of Literature. Reading Research Report No. 12.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; *Cognitive Style; *Conflict; Discourse Analysis; *Discussion (Teaching Technique); Grade 4; Intermediate Grades; *Literature Appreciation; Reading Research; Sociolinguistics; *Student Behavior; *Teacher Behavior

A study described the characteristics of sociocognitive conflicts and the discourse associated with such conflicts, and determined how the cognitive processes exercised during discussion were internalized. Participants were 97 fourth-grade students and 6 elementary classroom teachers. Peer-led and teacher-led discussions of texts were examined to determine the role of sociocognitive conflict in these discussions. Constant-comparative methods revealed three categories of sociocognitive conflict: conflict within self; conflict with others, and conflict with text. Sociolinguistic analyses revealed that students' discourse in peer-led discussions was significantly more complex than in teacher-led discussions. The Cognitive Conflict Scenario revealed that students in peer-led discussions were able to recognize and resolve sociocognitive conflicts better than students in teacher-led discussions. Findings suggest that peer-led discussions produced richer and more complex interactions than did teacher-led discussions and resulted in the internalization of the cognitive processes associated with engaged reading. (Contains 61 references, 5 tables and 6 figures of data; the Cognitive Conflict Scenario Task Pre/Postttest and the scoring rubric are attached.) (RS)

ED 369 070 CS 011 688

Jenkins, Linda
The Reading-Writing Connection in the Comic Book Genre: A Case Study of Three Young Writers.
PUB DATE- Mar 94
NOTE- 94p.; Master of Education Project, University of British Columbia, Canada.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; *Comics (Publications); Foreign Countries; Intermediate Grades; *Reading Writing Relationship; Recreational Reading; Text Structure; Writing Processes; Writing Research
IDENTIFIERS- British Columbia; Childrens Writing; Descriptive Research; Genre Studies

A study explored the connection between reading and writing by examining the writing produced by three young readers of action comic books. The subjects were in grades four and five in a British Columbia (Canada) school and were identified by a survey as being avid comic book readers. During three writing sessions, they were asked to produce stories like the ones they liked to read. The resulting writing was analyzed for the presence of the following list of features deemed their students were better writers; (5) journal writing was the teaching strategy identified as being the most productive, while freewriting, modeling, and organizational strategies were also viewed as productive; and (6) former participants were not more active in seeking additional training through professional groups and inservice. Findings suggest that the Winthrop Writing Project has been effective in improving classroom writing instruction by increasing the amount of class time provided for the teaching of writing, by the variety of strategies being used in that teaching, and by former participants' growth in their own writing skills. (Contains 17 references; names of reviewers of drafts of the questionnaire, a description of data collection methods, and transcripts of audiotaped interviews are attached.) (RS)

ED 369 088 CS 214 286

Houston, Linda; Johnson, Candice
A Community of Writers: Peer Tutor Training for Writing Center Techniques Which Foster Dialogue in the Writing Process.
PUB DATE- Nov 93
NOTE- 6p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (83rd, Pittsburgh, PA, November 17-22, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperation; Course Descriptions; *Peer Teaching; Program Descriptions; Program Effectiveness; Technical Institutes; *Tutorial Programs; Tutoring; Two Year Colleges; *Writing Laboratories; Writing Teachers
IDENTIFIERS- *Agricultural Technical Institute OH

After much trial and error, the Agricultural Technical Institute of the Ohio State University (ATI/OSO) discovered that training of writing lab tutors can best be done through collaboration of the Writing Lab Coordinator with the "Development of Tutor Effectiveness" course offered at the institute. The ATI/OSO main computer lab and secondary lab are equipped with IBM-compatible computers and staffed by peer tutors. Students as well as tutors come to the lab because it is a community of writers. Students who desire to become a tutor must successfully complete the three-credit-hour course. Students enrolled in the course: (1) develop an awareness and understanding of themselves and their behavior in relation to the students they tutor; (2) gain an awareness of the issues and concerns faced by adult learners; and (3) develop the interpersonal and communication skills needed to effectively relate to their peers in a tutoring capacity. Ongoing communication is essential between the lab coordinator, the tutoring course instructor, and the tutors. Combining the strengths of a well coordinated writing lab with the strengths of an effective tutoring course has provided ATI/OSO a workable solution to the problem of tutor training. (Contains 10 references.) (RS)

ED 369 089 CS 214 287

Olson, Gary A., Ed.
Philosophy, Rhetoric, Literacy Criticism: (Inter)views.
PUB DATE- 94
NOTE- 260p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

chronological study of major authors and texts, followed by a historically-based course in criticism, followed by specialized seminars. Students will also have to satisfy a "diversity requirement." Given this plan, however, at least one member of the committee is left wondering if the new curriculum is not less rather than more flexible than the curriculum it proposes to replace, and if this system of requirements is not overly prescriptive. Furthermore, once the curriculum is in place, it will have to be debugged. One possible forum for such a process would be a one-credit-hour course in which senior English majors review the curriculum before they leave the university. (TB)

ED 369 107 CS 508 544

Crawford, C. B.
Strategic Humor in Leadership: Practical Suggestions for Appropriate Use.
PUB DATE- May 94
NOTE- 34p.; Paper presented at the Kansas Leadership Forum (Salina, KS, May 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Communication Research; Higher Education; *Humor; Interpersonal Communication; *Leadership; Leadership Qualities; Literature Reviews; Professional Training; Skill Development
IDENTIFIERS- *Communication Behavior; Communication Strategies

Humor, a communicative tactic used to engender support, is often used, but rarely understood. The literature in the field of humor has attempted to define situations where humor could be beneficial, although few definitive answers exist relating humor to effective leadership communicative behavior. This paper presents current research findings about the symbolic nature of leadership as enacted through humor. The paper first details the important symbolic realm that leaders work within. Next, the paper discusses some of the relevant literature dealing with humor, noting that humor is a trainable skill that can be used to create a positive workplace environment. Specifically, the paper defines humor and elaborates the purposes of humor. The paper also reviews contemporary leadership literature dealing with humor. Finally, the paper evaluates the appropriateness of each form of humor and discusses 14 specific guidelines for effective humor. Contains 45 references as well as 3 figures illustrating various aspects of strategic humor in leadership. (RS)

ED 369 108 CS 508 545

Rendahl, Stephen
Communication--The Modern Approach to Education.
PUB DATE- Apr 94
NOTE- 14p.; Paper presented at the Annual Meeting of the Central States Communication Association (Oklahoma City, OK, April 7-10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Agricultural Education; *Communication (Thought Transfer); Educational Change; Higher Education; Industrial Education; *Information Needs; *Information Processing;

engages users in qualitatively different activities than traditional print. Also, hypertext has been called a democratizing medium because it allows everyone access both to production and decoding. Hypertext allows no marginalization--whatever text is on the screen is the primary text of the moment. Hypertext has no hierarchy of ideas, and it displays a kinetic structure as opposed to the static structure of traditional print. Another pedagogical implication of hypertext is that the teacher must relinquish some measure of control, altering the relationship between student and teacher. Teachers no longer have control over who will read what texts, when, or in how much depth. One problem with hypertext technology is that it can be programmed to lead the reader in as structured a way as traditional print does. Another problem is that of access--many inner city schools do not have funds to provide computers to their students. Hypertext encodes a new worldview--it both allows and encourages more genuine participation by students, and it calls into question several different relationships of academic authority. Whether the emergence of hypertext will result in a pedagogical shift remains to be seen, but educators will likely be examining the impact of hypertext for some time to come. (Contains 20 references.) (RS)

ED 369 127 CS 508 565

Colvert, Audra L.
Coaching and Counseling: Where To Draw the Line.
PUB DATE- Nov 93
NOTE- 26p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Communication Research; *Counseling Techniques; *Counselor Role; Debate; Depression (Psychology); Eating Disorders; Guidelines; Helping Relationship; Higher Education; Individual Development; National Surveys; Self Esteem; *Student Problems; Substance Abuse
IDENTIFIERS- *Debate Coaches

Examining the role of the forensics coach as counselor, this paper attempts to define the role more clearly and offers guidelines and suggestions concerning where to draw the line between coaching and counseling "forensicators." The paper advances the premise that coaches have many responsibilities which include significant dimensions of counseling. Based on the results of a survey of helping and counseling skills completed by college and university forensics coaches (66 males and 32 females) in the United States, the paper presents general guidelines and recommendations as well as advice on dealing with students' eating disorders, depression, and substance abuse. The paper suggests that if coaches can instill self-esteem and self-confidence in students by helping, then they will be accomplishing their roles as humanistic educators which is aiming for the total well-being of students and fostering social and mental growth. Contains 15 references. The survey instrument is attached. (RS)

ED 369 128 CS 508 566

personal responsibility; frequent use of interpersonal and small-group skills; and frequent and regular group self-evaluation. Structures and plans for cooperative learning are included as well. There are 11 chapters: (1) "What Is Cooperative Learning?"; (2) "Research on Cooperative Learning"; (3) "Essential Components of Cooperative Learning"; (4) "Formal Cooperative Learning"; (5) "Informal Cooperative Learning"; (6) "Cooperative Base Groups"; (7) "Integrated Use of Cooperative Learning"; (8) "Teaching Students Cooperative Skills"; (9) "Cooperation and Conflict"; (10) "The Cooperative School"; and (11) "Final Thoughts: The Changing Paradigm of Teaching." (Contains 84 references.) (JPT)

ED 369 147   EA 025 738

Improving America's Schools Act of 1994. Report on H.R. 6 Together with Minority, Supplemental, and Additional Views Committee on Education and Labor, House of Representatives, 103rd Congress, 2d session.
PUB DATE- 16 Feb 94
NOTE- 737p.
LANGUAGE- English
EDRS Price- MF04/PC30 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Educational Change; *Educational Objectives; Elementary Secondary Education; *Federal Government; *Federal Legislation; *Federal Programs; Federal State Relationship; Public Policy; *Public Schools
IDENTIFIERS- Proposed Legislation

The U.S. House of Representatives Committee on Education and Labor reported on the Improving America's Schools Act of 1994, which would extend for 6 years the programs under the Elementary and Secondary Education Act of 1965. This report suggests that legislation with amendments and recommends that the bill be passed. The Improving America's Schools Act of 1994 not only continues federal funding of approximately $10 billion to programs, but also reshapes these programs to better serve states and local school districts. In 1993, Congress passed the Goals 2000, Educate America Act, which establishes a new framework for providing federal assistance. It helps states set new standards for education and eases regulation to allow schools to meet their goals. The Improving America's Schools Act of 1994 refashions federal programs to follow up on Goals 2000 and help states achieve the same objectives. Current federal programs cause some children to be pulled out of regular classes, thus stigmatizing them and disrupting lessons. These children are also often expected to learn less because they are thought of as educationally disadvantaged. This act will amend those problems by requiring that all children meet higher standards. It also moves federal aid to schools rather than to individual children so schools can have more freedom and accountability in addressing problems. Minority, supplemental, and additional views are included. (JPT)

ED 369 148   EA 025 743

Safer Schools Program Assessment Report.
PUB DATE- Aug 92
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; Public Schools;

relevant state constitutional provisions and codes, and reviews of education news magazines. The first section presents a summary of state education governance structures across states, a discussion of recent structural changes, descriptive data on state boards of education (SBEs) and chief state school officers (CSSOs), an overview of legislative education committees, and a discussion of trends and issues. The concluding part of this section highlights governance issues receiving current attention. The second section presents a figure depicting the state-level education governance structure for each of the 50 states. Each figure represents the formal relationships among the governor, CSSO, and SBE by illustrating the selection method for each of these offices. Related data on these roles and key education committees in the state legislature also are included. (KDP)

ED 369 168 EA 025 776

Boston, Robert
Why the Religious Right Is Wrong about Separation of Church and State.
PUB DATE- 93
NOTE- 255p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Books (010)
DESCRIPTORS- *Church Role; Elementary Secondary Education; *Government Role; Government School Relationship; *Public Schools; *Religion; Religious Conflict; *Religious Organizations; *State Church Separation
IDENTIFIERS- *Religious Right

Threats to religious freedom can come from government restriction on religious practices. But the greater threat to religious liberty comes when religious groups influence governments to promote their own activities and beliefs. Powerful and well-funded religious groups, ranging from the religious right to the Roman Catholic church, are using greater and broader methods to influence government. This book examines the changing role of religion in government and education. There are 11 chapters: (1) "Why So Many Church-State Problems?; (2) "Church-State Relations in the Middle Ages"; (3) "The Evolution of Church-State Separation in the United States"; (4) "The De Facto Protestant Establishment in 19th-Century America"; (5) "The Issue That Won't Go Away: Religion in Public Schools"; (6) "Parochiad"; (7) "Free Exercise"; (8) "Symbols and Sunday Laws: Other Church-State Problems"; (9) "Thy Kingdom Come: Christian Reconstructionism"; (10) "Suggestions for the Separationist Citizen Activist"; and (11) "Whither Separation?" Four appendices include common myths about separation of church and state, a short history of the religious right, major religious right organizations, and suggestions for further reading. Endnotes, an index, and four appendices are included. (JPT)

ED 369 169 EA 025 778

Hall, Robert F.; And Others
Business-Education Partnerships: Developing a Collaborative Relationship with Business and Community.
PUB DATE- Sep 93
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

curriculum development." Respondents also identified which of 18 presented induction practices they had personally experienced and rated their effectiveness. Inservice workshops and professional association meetings, the most frequently used practices, were considered two of the least effective. The practices considered most effective (summer induction conference prior to the first year and mentoring with a veteran principal within the same district) were used infrequently. South Carolina principals experienced the greatest number of induction practices, followed by Alabama, then Mississippi principals. Larger school systems offered a significantly greater number of induction practices than did small school systems. Included are recommendations, an author abstract, and 27 references. (MLH)

ED 369 188 EC 302 915

Putnam, Frank W.; Trickett, Penelope K.
Dissociation and the Development of Psychopathology.
PUB DATE- Mar 93
NOTE- 19p.; Paper presented at the Annual Meeting of the Society for Research in Child Development (New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; Behavior Disorders; Child Development; Children; Clinical Diagnosis; *Emotional Development; *Emotional Disturbances; Measurement Techniques; *Mental Disorders; Personality Problems; Psychiatry; *Psychopathology; Self Concept
IDENTIFIERS- *Developmental Psychopathology; *Dissociation; Traumas

This paper reviews the research on dissociation and the development of psychopathology in children and adolescents. Definitions and dimensions of dissociation are addressed, noting its range from normative daydreaming to the extremes found in individuals with multiple personality disorder. Memory dysfunctions, disturbances of identity, passive influence experiences, auditory hallucinations, and spontaneous trance states are among the manifestations of dissociative disorders. Measurement of dissociation may involve use of a self-report scale called the "Dissociative Experiences Scale," structured psychiatric interviews, and other psychological tests. Diagnosis is, however, very difficult especially in children and adolescents. Research with dissociation scales and structured interviews has found close linkage of high levels of dissociation with traumatic experiences. Research on the influence of dissociation on symptoms and behavior problems in traumatized and nontraumatized child samples has found that dissociation is diffusely related to psychopathology. Research findings also suggest that the frequency of dissociation normally declines over the life span. Research on the impact of dissociation on developmental processes has examined dissociative alterations in the development of self, dissociative disruptions of self-agency, dissociative disturbances of self-coherence, disturbances of self-affectivity, and dissociative interruptions in self-continuity. (Contains 60 references.) (DB)

ED 369 189 EC 302 916

Bhagwanji, Yash

Keith, Timothy Z.; And Others
Special Education Program Standards Study. Commonwealth of Virginia. Final Technical Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 25 Aug 93
NOTE- 261p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Administrator Attitudes; Classroom Environment; *Class Size; *Disabilities; Elementary Secondary Education; Emotional Disturbances; Learning Disabilities; *Mainstreaming; Mild Mental Retardation; Outcomes of Education; Special Education Teachers; *State Standards; *Teacher Attitudes; Teacher Student Ratio
IDENTIFIERS- *Virginia

This federally funded study investigated Virginia special education program standards, focusing on local applications of the standards for class size and class mix and the effect of varying class size and class mix on student outcomes. The study concentrated on students with educable mental retardation, severe emotional disturbance, and specific learning disabilities. The research model involved interviews, observations, and document reviews at three local education agencies and a survey of over 1,000 special education teachers and administrators. The study found that: (1) Directors of Special Education and special education teachers consistently recommended smaller resource classes than current standards allow; (2) teachers believed that manageable class sizes with paraprofessionals were not much larger than manageable class sizes without paraprofessionals; (3) students in larger classes achieved at a lower level than students in smaller classes, with reading achievement affected more than mathematics and with elementary students affected more than secondary students; (4) smaller classes had no effect on students' self-concept, behavior, level of motivation, work habits, or interpersonal skills; (5) Directors supported mixing students with different disabilities in the same class while teachers did not; (6) mixing students with different disabilities had no effect on academic achievement, motivation, self-concept, work habits, or interpersonal skills; and (7) most Directors support noncategorical placement and integration into regular education. Appendices provide copies of the survey forms and various program administration materials. (JDD)

ED 369 208 EC 302 937

Baggett, David
A Study of Faculty Awareness of Students with Disabilities.
PUB DATE- 4 Mar 94
NOTE- 27p.; Paper presented at the Annual Conference of the National Association for Developmental Education (18th, Kansas City, MO, March 4, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Academic Deans; Attitude Change; *College Faculty; *College Students; Deans; *Disabilities; Higher Education; Intervention; *Knowledge Level; Perception; Sex Differences; Student Personnel Services; Student Rights; Surveys; *Teacher Attitudes
IDENTIFIERS- *Attitudes toward Disabled; *University of

technical assistance for 1 year. The outcomes expected were a redesign of coursework or practicum, creation of new courses and practicum activities, or a specialty sequence in early intervention. This report describes project goals and objectives, the theoretical and conceptual framework, model description, methodological and logistical problems, findings, project impact, and future activities. Appendices comprise the bulk of the report and include administrative documents such as contracts and curriculum vitae; a faculty manual and a curriculum covering legal issues and service parameters, family systems and cultural sensitivity, transdisciplinary programming and settings for instruction, individual family service plans and evaluation, and discipline specific recommendations/higher education issues in New York State; a bibliography of approximately 650 entries; and survey questionnaires. (Contains 21 references.) (Author/JDD)

ED 369 225 EC 302 955

Bruder, Mary Beth; And Others
The Ninos Especiales Outreach Training Project (NEOTP). Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE- 30 Jun 93
NOTE- 744p.
LANGUAGE- English
EDRS Price- MF04/PC30 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Agency Cooperation; *Cultural Awareness; Early Childhood Education; *Early Intervention; Family Involvement; Federal Programs; Hispanic Americans; Individualized Family Service Plans; Infants; Institutes (Training Programs); Interdisciplinary Approach; Models; Outreach Programs; Program Evaluation; *Puerto Ricans; *Severe Disabilities; *Staff Development; Teamwork; *Technical Assistance; Transitional Programs; Workshops
IDENTIFIERS- Early Identification

The Ninos Especiales Outreach Training Project was a 3-year federally funded project to provide information, training, and evaluation related to a culturally sensitive, family-focused model of early intervention services for infants with severe disabilities and their families of Puerto Rican heritage. Implementation occurred through three major training components: workshops to provide information, institutes (long-term training) to develop skills in culturally sensitive early intervention services, and technical assistance to enable early intervention programs to replicate service components. This final report contains project goals and objectives, the theoretical and conceptual framework, model description, project results, and project impact. Appendices, which comprise the bulk of the report, include: (1) workshop materials, including objectives, activities, questionnaires, handouts, and reading lists on cultural sensitivity, individual family service plans, family-centered care, transition, interagency collaboration, and transdisciplinary teaming; (2) evaluation materials; (3) a bibliography of approximately 75 items; (4) project evaluation materials; and (5) documents relating to project administration. (Contains approximately 100 references.) (JDD)

ED 369 226 EC 302 956

ED 369 243 EC 302 974

Bullock, Lyndal M., Ed.; And Others
Monograph on Inclusion: Ensuring Appropriate Services to Children and Youth with Emotional/Behavioral Disorders--1. Highlights from the Working Forum on Inclusion (St. Louis, Missouri, October 1, 1993).
PUB DATE- 94
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Advocacy; *Behavior Disorders; Cooperative Planning; Educational Change; Elementary Secondary Education; *Emotional Disturbances; Intervention; *Mainstreaming; *Social Integration
IDENTIFIERS- *Inclusive Schools

This proceedings document presents a series of papers critically examining the complex issue of full inclusion of students with emotional or behavioral disorders. It contains presentations by two keynote speakers: "Caring for Students with Emotional/Behavioral Disorders amidst School Reform" (Jo Webber) and "Planning for Inclusion: Program Elements That Support Teachers and Students with Emotional/Behavioral Disorders" (Sandra Keenan). Highlights from the forum's dialogue groups are then presented in the following papers: "Including Children with Emotional/Behavioral Disorders in General Education Settings: Issues and Practical Strategies" (Tim Lewis and Kathy Bello); "Advocate, Not Abdicate" (L. Juane Heflin and others); "Inclusion of Students with Emotional/Behavioral Disorders: The Issues, the Barriers, and Possible Solutions" (Eleanor Guetzloe); "Promoting Inclusive Education for Students with Emotional/Behavioral Disorders" (Joseph P. Price); "Welcoming Back Students with Emotional/Behavioral Disorders into the Least Restrictive Environments" (Sharon A. Maroney); "Eliminating the Confusion about Inclusion: Providing Appropriate Services to Our Students with Emotional/Behavioral Disorders" (Beverley H. Johns); and "A New Age of Enlightenment in Public Education: Prerequisite for the Successful Inclusion of Students with Emotional/Behavioral Disorders" (Kevin Callahan). (JDD)

ED 369 244 EC 302 975

McCarty, Sherry D.
Educational Professionals' Understanding of the Inclusion Model of Special Education.
PUB DATE- 93
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Disabilities; *Educational Policy; Elementary Secondary Education; *Knowledge Level; *Mainstreaming; Social Integration; *Teachers
IDENTIFIERS- *Inclusive Schools

This study evaluated 41 Ohio public school teachers' knowledge of inclusion through an achievement test format. The teachers were asked to identify statements related to inclusion of students with disabilities in regular classes as fact or myth. The mean score was 54.9 percent, leading to the conclusion that most educators are not adequately informed about inclusion. Responses to specific statements indicated that 63 percent of educators recognized that a statement that "the special

Ducy-Perez, Ellen
Sustained Silent Reading in University Courses in EFL for Academic Purposes.
PUB DATE- Jun 91
NOTE- 27p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (27th, Atlanta, GA, April 13-17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *English for Academic Purposes; Foreign Countries; Higher Education; Intervention; *Language Proficiency; Language Tests; Reading Research; *Second Language Instruction; *Sustained Silent Reading; Teaching Methods
IDENTIFIERS- Dominican Republic

This paper summarizes a study conducted to determine whether sustained silent reading (SSR) can contribute to improvement in grammar and reading comprehension in university academic English as a foreign language (EFL) courses. A total of 186 beginning and intermediate students enrolled in the English for Academic Purposes program at the Universidad Nacional Pedro Henriquez Urena in Santo Domingo, Dominican Republic were divided into experimental and control groups. The control groups followed the normal course syllabus, while the experimental group engaged in SSR of relevant journal articles for 30 of the total 150 minutes of instruction each week for 10 weeks. Pre- and post-intervention tests using the Best and Ilyin English grammar exams and the Newbury House TOEFL Preparation Course exams found a noticeable improvement in English grammar and a very slight reading comprehension loss among SSR students. But given the wide range of student scores these results were not statistically significant. The paper includes 5 charts, 4 graphs, and 7 tables that highlight experimental studies on SSR and the results of the present study. (Contains 46 references.) (MDM)

ED 369 265 FL 021 983

Christian, Donna; Montone, Chris
Two-Way Bilingual Programs in the United States. 1993-1994 Supplement.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 94
NOTE- 96p.; For the 1991-92 directory, see ED 343 444; and for the 1992-93 supplement, see ED 353 833.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bilingual Education Programs; Elementary Education; *English (Second Language); *Program Descriptions; Program Implementation; Second Language Learning; Second Languages; Spanish
IDENTIFIERS- *Two Way Bilingual Education

In two-way bilingual education programs (TBPs), students learn together through two languages in programs that aim to develop dual language proficiency along with academic achievement. In Christian and Mahrer (1992, 1993), profiles were completed for TBPs in operation during the 1991-1992 and 1992-1993 academic years. This supplement, an annual update, covers the 1993-1994 school year. The three volumes together provide information on dental or alveolar clicks. Other phonological processes involved in click acquisition are also examined, and tentative suggestions are made to ease the acquisition of clicks by non-mother-tongue speakers. One suggestion is that non-mother-tongue speakers should gradually acquire clicks by applying similar stages of acquisition to those that mother tongue speakers apply when they acquire clicks. (MDM)

ED 369 286 FL 022 067

Shukor, Haji; And Others
Towards ESP Programmes in Technical and Vocational Institutions in Malaysia.
PUB DATE- Apr 93
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; *Educational Change; *English (Second Language); *English for Special Purposes; Foreign Countries; Government Role; Postsecondary Education; Public Policy; Secondary Education; Second Language Programs; *Technical Education; *Vocational Education
IDENTIFIERS- *Malaysia

This paper examines the nature of vocational, technical, and polytechnic education in Malaysia, the extent to which English for special purposes (ESP) programs are incorporated into such education, and the need for ESP program reform. In 1992, Malaysia possessed 70 vocational and 9 technical secondary schools, all of which offered some form of ESP instruction in their curriculum. Until recently, ESP instruction was considered a relatively unimportant part of the curriculum. Rapid industrialization and development have created the need for improvement of the English language skills of technical workers, necessitating a reform of the ESP curriculum in vocational and technical schools. Similar needs are also evident at the polytechnic level. Proposed curriculum changes, educational strategies, teacher education issues, governmental policies, and future prospects are examined. (MDM)

ED 369 287 FL 022 069

Ihde, Thomas W.
Feedback in L2 Writing.
PUB DATE- Mar 94
NOTE- 7p.; Paper presented at the Annual Conference of the American Association for Applied Linguistics (Baltimore, MD, March 5-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Comparative Analysis; Cross Cultural Studies; Elementary Secondary Education; English (Second Language); *Error Correction; *Feedback; Language Research; *Language Teachers; *Second Language Instruction; *Teacher Attitudes; Teaching Methods; *Writing Evaluation
IDENTIFIERS- Americans (United States); French People

Most research in feedback has not found significant differences in error correcting approaches for L2 writing. This paper reviews research on error correction approaches used by second language instructors and reports on a survey of 50 French and American instructors of English as a Second Language (ESL).

A range of case studies is presented that describes the idea that literacy is embedded in social contexts in different cultural settings. Organized by theme, the book illustrates both the differences and connections between cultural groups. Although the case studies span the whole age range, the book focuses particularly on the variety of use of literacy in adult life, inside and outside of formal education. The authors argue that in order to understand literacy and help people learn to read and write, it is necessary to look beyond school to the everyday uses of written communication. The book is arranged in five parts. Section 1, Bringing Together Our Worlds of Literacy, includes "Struggles Over the Meaning(s) of Literacy," (Brian V. Street) and "Reflections and Revisits" (Jane Mace). Section 2, Different Voices: Handling Multiplicities of Literacy, presents the following: "Generations of Literacy Among Women in a Bilingual Community" (Tricia Hartley); "Long Term Unemployment and Literacy: A Case Study of the Restart Interview" (Paul Davies); "The Place of Academic Writing in Whole Life Writing" (Nichola Benson and others); "Literacy and the Travelling Communities" (Agnes King); "The Kweyol Language and Literacy Project" (Carol Morris, Hubisi Nwenmely); and "Networks of Communication Between Home and School" (Susan Benton). Section 3, Constituting Identities, contains: "Gender-Engendered Literacy Needs" (Shirley Cornes); "Power and Control in Young Children's Writing" (Nigel Hall, Anne Robinson); "Literacy, Language Variety and Identity" (Irene Schwab); "Guiding Lights" (Sarah Padmore); and "Literacy, Strength and Identity" (Paul Davies and others). Section 4, Choice and Change, includes these titles and authors: "The Problem of Illiteracy and the Promise of Literacy" (Jenny Horsman); "Learning at Home: Distance Learning in Adult Basic Education" (Margaret Herrington; "Catherine's Story: A Young Child Learns to Write" (Jane Hudson); "Literacies Among Panjabis in Southall" (Mukul Saxena); and "Women and Literacy for Change" (Mandy McMahon and others). The final section, Collaboration and Resistance: Challenging Words, offers four articles: "Forging a Common Language, Sharing the Power" (Pecket Well College); "Collaborative Writing, Consciousness Raising and Practical Feminist Ethics" (Angela Karach and Denise Roach); "Creating 'A Guide to the Monsters of the Mind'" (Victor Grenko and Stella Fitzpatrick); and "Breaking and Remaking the Rules" (Susan Benton and others). An index is included. (LB)

ED 369 308   FL 800 757

Crandall, JoAnn
Creating a Professional Workforce in Adult ESL Literacy. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; *Adult Literacy; Educational Needs; *English (Second Language); Labor Force Development; *Language Teachers; *Literacy Education; Models; *Professional Development; Program Design; *Teacher Certification; Teacher Qualifications; Work Environment
IDENTIFIERS- ERIC Digests; *Professionalism

Most teachers of English as a Second Language (ESL) face a number of challenges: large and heterogeneous classes, specialized

Study; Higher Education; Institutional Autonomy; Partnerships in Education; Research; School Business Relationship; *Sexual Harassment; *Student School Relationship; Teacher Student Relationship; *Tenure
IDENTIFIERS- Diversity (Faculty)

This book presents 14 essays from American philosophers who critically investigate the moral issues generated by academic life. Topics addressed include free speech on campus, justifications for tenure, faculty appointment and evaluation procedures, the differing demands of research and teaching, sexual harassment, parietal rules, business/university partnerships, and the ideal of institutional neutrality. Essays and their authors are as follows: "Human Rights and Academic Freedom" (Alan Gewirth); "Free Speech on Campus" (Judith Wagner DeCew); "Tenure: Academe's Peculiar Institution" (Andrew Oldenquist); "Ethics in Academic Personnel Processes: The Tenure Decision" (Rudolph H. Weingartner); "The Research Demands of Teaching in Modern Higher Education" (Theodore M. Benditt); "The Truth, the Whole Truth, and Nothing but the Truth" (Paul D. Eisenberg); "The Ethics of Graduate Teaching" (Robert Audi); "Professors, Students, and Friendship" (Peter J. Markie); "Sexual Harassment in the University" (Nancy Davis); "Beyond in Loco Parentis? Parietal Rules and Moral Maturity" (David A. Hoekema); "Business-University Partnerships" (Norman E. Bowie); "Diversity within University Faculties" (Alan H. Goldman); "Academic Appointments: Why Ignore the Advantage of Being Right?" (David Lewis); and "A Defense of the Neutral University" (Robert L. Simon). Reference notes follow essays. (GLR)

ED 369 327 HE 027 366

Ways and Means: How Minnesota Families Pay for College.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- Nov 92
NOTE- 188p.; Separately published "Executive Summary" has been appended.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - General (140),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Enrollment; Family Income; Federal Aid; Financial Aid Applicants; Higher Education; *Paying for College; Postsecondary Education; *Self Supporting Students; *Student Financial Aid; *Student Needs
IDENTIFIERS- *Minnesota

This report provides results from a Minnesota state survey designed to identify the characteristics of the students enrolled in Minnesota colleges and how their families are financing their education. Data are presented from survey responses of 5,347 undergraduate college students. Information is presented separately for dependent and independent students and covers: demographic data; the social and economic characteristics of the students' families; the cost of a college education and sources of funding; the patterns of attendance and utilization; and choice of institution. Among the survey's conclusions are the following: (1) financial aid is not fully utilized; (2) students from wealthier families are, in general, more likely to attend college than those from poor families; (3) in general, families with incomes under $40,000 are making an extraordinary effort to support their children; (4) the higher education financing system is regressive; (5) families do a dismal job of preparing for

(150)

DESCRIPTORS- Adult Basic Education; *Blacks; *Child Rearing; *Church Role; Counselor Client Relationship; Cultural Context; *Educational Strategies; Health Personnel; *Helping Relationship; Linking Agents; Parent Education; Religious Education; *Social Networks

IDENTIFIERS- *African Americans

Five African American women employed at a Florida clinic that serves low-income clients in a predominantly African American neighborhood were interviewed and observed for more than a year. The interviews and observations revealed that, although none of the five women was a licensed counselor, all of them manifested qualities often associated with the profession of counseling. The five women counseled their adult patients in parenting and other problems, helped discipline patients' children, communicated with patients in "their own language," and collaborated to serve and meet the practical needs of patients and patients' families through services provided at the clinic and community center in which it is located. All of the women were actively involved in the church and relied on it as an educational institution and provider of moral and spiritual support, and they all used the "strategy" of situating their patients in a supporting network of which the church and clinic are critical links. It was recommended that educators adopt/adapt the educational techniques and tools used by the five women when dealing with students of backgrounds similar to those of the clinic's patients. (Contains 11 references.) (MN) instructors in community colleges are vocational teachers, recruitment of students into vocational education and vocational education teaching careers has great potential. Among suggested strategies to enhance recruitment of minorities are the following: develop candidate pools, promote vocational education in the schools, establish scholarships for minority students, recruit at community colleges, and seek candidates in business and industry. Efforts to retain minority teachers in vocational education should include institutional commitment to multicultural understanding and diversity. The following are among incentives for enriching teachers' multicultural understanding: learning a second language, living in the community, becoming involved in the community, and celebrating cultural events. (MN) explains the intent of the 1990 provisions. Chapter 3 profiles current state testing and assessment policies in vocational education. It analyzes how state assessment policies and practices are changing in response to Perkins Act requirements and considers how these changes could affect both other reforms in vocational education and the nature of learning and instruction in vocational education itself. Chapter 4 describes some testing and assessment resources available to measure various kinds of occupational skills, including tests developed by three main vendors. Chapter 5 explores alternative approaches for defining, teaching, and measuring broad technical skills and highlights issues that should be considered in moving toward assessments that meet needs identified by Congress. Chapter 6 describes how the U.S. Department of Education has implemented performance standards. One appendix lists legislative milestones related to accountability in federal vocational education programs. Another appendix explains acronyms. (YLB) individuals who have been assessed in cross-sectional studies using the RJI. Chapter 7 examines the relationship between RJM and other measures of intellectual development. Chapter 8 describes the relationship between the development of reflective judgment and the development of character. Chapter 9 focuses on the implications of RJM for college teaching and student development on the college campus. The text includes 12 tables, 4 figures, and 6 exhibits. Appendixes include materials on the RJI, 11 statistical tables, 296 references, and an index. (YLB)

ED 368 926   CE 066 185

Vella, Jane
Learning To Listen, Learning To Teach. The Power of Dialogue in Educating Adults. Jossey-Bass Higher Adult Education Series.
PUB DATE- 94
NOTE- 202p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Accountability; *Adult Education; *Adult Learning; Case Studies; Classroom Techniques; Developed Nations; Developing Nations; Dialogs (Language); *Educational Principles; Foreign Countries; Needs Assessment; Reinforcement; Safety; Security (Psychology); Sequential Learning; *Teacher Student Relationship; *Teaching Methods; Teamwork

This book examines 12 basic principles of adult learning and illustrates the power of dialogue to enable all to teach and all to learn. Part 1 comprises chapters 1 and 2, which examine 12 principles that ensure dialogue and effective learning and show how the principles can be applied to ensure the effectiveness of an adult learning event. The 12 chapters in part 2 offer specific applications of the principles. Each chapter describes a specific problem, analyzes the learners and their perceived needs, details the educational program and process, and examines one particular principle of teaching and learning. Every chapter concludes with a design challenge, where the key principle is presented as a possibility for application in the reader's own educational work. The principles and the location of their specific application are as follows: needs assessment (Ethiopia); safety (Tanzania); sound relationships (Indonesia); sequence and reinforcement (North Carolina); action with reflection (the Maldives); learners as subjects of their own learning (Nepal); learning with ideas, feelings, and action (Zambia); immediacy (El Salvador); assuming new roles for dialogue (New York); teamwork (Zimbabwe); engagement (North Carolina); and accountability (Bangladesh). Part 3 contains two chapters. Chapter 15, a summary and synthesis, offers another example of how the 12 principles work together. Chapter 16 explains how the book can make a difference in planning, teaching, and evaluating community education. Appendixes include 45 references and an index. (YLB) sessions. Two background readings are included: Alternative Assessment: An Annotated Bibliography; Portfolios; and Authentic Assessment, Evaluation, and Documentation of Student Performance. (YLB)

ED 368 946   CE 066 278

Hemphill, David
Planning for Instruction. Training Packet for a Two-Session Workshop. Study of ABE/ESL Instructor Training Approaches.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 93
NOTE- 102p.; For related documents, see ED 338 605, ED 344 054-056, and CE 066 274-281.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Adult Educators; Adult Learning; Adult Students; Educational Planning; *English (Second Language); Instructional Materials; Needs Assessment; *Participative Decision Making; Student Evaluation; *Student Participation; *Teacher Education; Teacher Education Programs; Teacher Workshops; Teaching Guides; Transparencies

This training packet on planning for instruction is 1 of 10 developed by the Study of Adult Basic Education (ABE)/English as a Second Language (ESL) Training Approaches Project to assist ABE instructors, both professionals and volunteers. The packet is intended to stand alone and encompasses a two-session workshop series with activities scheduled for participants to accomplish between sessions. Ideally, the sessions should take place about 1 month apart. Introductory materials include information about the series and the training packet, a workshop overview (objectives, time, materials checklist, preparations checklist), and workshop outline for each session. Trainer notes for each session include a checklist of tasks to be completed before the session and an outline of activities with necessary materials and times. Topics covered in the sessions are as follows: needs/skills/interests assessment; rationale for involving adult learners in planning and evaluating instruction; learner-centered assessment processes; role of basic skill and life transfer objectives; sequencing learning activities; and material adaptation. Time is allowed for preparation for the home task and feedback on the home task. Trainer's supplements follow each session. Other contents include sample flyers, participant questionnaire, and masters for all handouts and transparencies needed in the sessions. An evaluation form for each session is provided. (YLB)

30 references; and a chart with quick explanations that can be used to help answer frequently asked questions about tech prep. (KC)

ED 368 966 CE 066 365

Percy, Keith, Ed.

Working and Learning Together. European Initiatives with Older People. A Report of the Annual Conference of the Association for Educational Gerontology Held in 1993, the European Year of Older People and Solidarity between Generations (Glasgow, Scotland, United Kingdom, July 1-4, 1993).

PUB DATE- Jul 93

NOTE- 50p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Adult Education; *Adult Students; Continuing Education; *Educational Needs; Females; Foreign Countries; Nontraditional Students; *Older Adults; Program Implementation; *Retirement

IDENTIFIERS- *European Community

This report summarizes the papers and discussions of a conference on education of older people. The conference had the following objectives: (1) to highlight examples of good practice in education and training for older people; (2) to encourage interprofessional contact and cooperation; and (3) to strengthen international networks in order to promote the development of education and training for older people. The sessions described in the report are the following: "Conference Welcome and Opening Presentation: Work, the Second 50 Years"; "Pre-Retirement Education in the European Community in Hard Times--A Need for Policy"; "Older Women: What Do They Want? What Do They Know?--Education and Training Experiences within European Community Countries"; "Working and Learning Together: A European Overview"; "Learning and Older Learners: A Role for the Media?"; "International Developments in the Self-Help Education Movement: The University of the Third Age"; "Educational Initiatives for Older People beyond the European Community"; and "Summing Up and Conclusion." The report also summarizes the discussions conducted during the following workshops: intergenerational solidarity, employment and training, self-help, and rural issues. Also included are the conference program, a list of participants, and a list of six references. (KC)

ED 368 987 CE 066 417

Meier, Jean; Lam, Linda
Pre-blueprint Math.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 94
NOTE- 88p.; For related documents, see ED 351 578-599 and CE 066 398-418.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; *Blueprints; Drafting; *Job Skills; Learning Activities; *Literacy Education; Mathematical Concepts; *Mathematics Instruction; Skill Development
IDENTIFIERS- Workplace Literacy

This workbook, designed for workplace literacy courses, contains materials for a mathematics review course to be taken prior to a course in blueprint reading. The course provides practice in the mathematics skills students need in order to take a blueprints course, including practice in calculating decimals, linear measurement, common fractions and mixed numbers, and determining angles. Introductory materials include objectives, a topical outline, a course outline, and information on course time. The workbook contains teacher tips for 10 sessions (handouts and materials, lecture ideas, and classroom exercises), information sheets and problem set materials for four sessions, and a pretest and a posttest with answers. The lessons and units include information sheets and problems to solve through mathematics and measurement. (KC)

people, is best for simple consulting or facilitation. An Adlerian approach, which does not oppose advice-giving, seems best for clients needing developmental counseling. The approaches of Ellis and Thorne, respectively, are most appropriate when clients need to be told their aspirations are illogical or irrational, or when crisis intervention is necessary. (MSF)

ED 369 009 CG 025 331

Newton, Fred B.
Counseling Service Intakes and Brief Treatment: From Assessment to Outcome.
PUB DATE- 22 Aug 93
NOTE- 9p.; Paper presented at the Convention of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Counseling Effectiveness; *Guidance Centers; Higher Education; Interviews; *Needs Assessment
IDENTIFIERS- Kansas State University

Having both a service mission with defined limits and an entering clientele with diverse needs has implications for the intake interview. At Kansas State University a relatively small number of clients received an inordinate amount of direct service time. Cost, effectiveness, and definition of service limits became issues to consider. The staff adapted a brief treatment model which uses a set of criteria, 9 variables called "action markers," to indicate who can best benefit from time limited treatment. However, because a gap exists between formal action marker statements and the informal ways individual staff members determined whether or not to check the markers, staff were asked to make statements about what they specifically looked for on each action marker. Putting the statements on 3x5 cards sorted by priority toward making a yes/no action marker decision proved to be useful. Staff devised a second set of action markers to monitor decisions concerning extended services. A rotating treatment decisions-team of staff members who meet regularly with the clinical coordinator to make intake decisions will be implemented to improve effectiveness. A 15.5% decrease in long-term client appointments suggests that these measures are effective. (MSF) dramatically during the 1980s. Workforce participation for this group also rose during that decade, but the Census shows that a greater percentage of this group lived in poverty in 1990 than had in 1980, a far greater percentage than that of the U.S. population at large. These women are dramatically over-represented in service occupations and under-represented in non-traditional jobs. Their housing status tends to be unstable, with most of them renting or sharing housing and less than one-third being homeowners. This information points to the need for government intervention. Improved federal education and training programs could be important pathways to economic self-sufficiency for both displaced homemakers and single mothers. Beneficial changes could also be implemented in unemployment insurance compensation, labor laws, pay equity, health care, child support, microenterprise development, housing, and job creation. Finally, it seems likely that the 1990 Census undercounts the households of single women and displaced homemakers, so that the problems often suffered by these women may be more common than suggested by the available data. 41 charts are included on the following topics: (1) demographics; (2) poverty; (3) employment; (4) income; and (5) housing. (CC) rather than teachers of reading. Each chapter in the book opens and closes with an anticipation guide/reaction guide or instructional vignette which offers teachers the opportunity to react to a series of statements or lesson scenario before and after they read about each chapter's concepts. Chapters in the book are: (1) Content Area Reading: A Rationale; (2) The Reading Process; (3) Attitude and Interests; (4) Evaluating and Introducing Textbooks; (5) Vocabulary Strategies; (6) Comprehension Strategies; (7) Writing Strategies; (8) Study Strategies; (9) Assessing Students' Abilities; (10) Accommodating Individual Differences; (11) Computers in the Content Areas; and (12) Textbook Politics. (RS)

characteristic to the comic book genre: mutual dependence of pictures and text; a fast moving plot with high action content; use of onomatopoeia and varied print styles; use of puns and slang phrases; elimination of speaker tags; use of narrative bridging captions; use of irony; and use of foreshadowing. Analysis showed that these features were all present in the subjects' writing with the exception of the mutual dependence of pictures and text (a feature that might have been present if the subjects had completed the pictures). Findings suggest that the recreational reading of comic books had an effect on these students' writing in the comic book genre. (Contains 57 references, a table of data, and numerous excerpts, written and pictorial, of the students' stories. Letters of permission and consent, the student survey, and student writing samples are attached.) (RS)

PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Feminism; Higher Education; Interdisciplinary Approach; *Interviews; Language Role; *Literary Criticism; Philosophy; *Rhetoric; *Writing (Composition); *Writing Teachers
IDENTIFIERS- Controversy; *Departmental Politics; Faculty Attitudes; *Intellectuals

In addition to a foreword by Clifford Geertz and an introduction by Patricia Bizzell, this book features 12 essays by rhetoric and composition scholars responding to interviews with prominent scholars outside the discipline. The commentaries in the book entertain a range of topics, including language, rhetoric, philosophy, feminism and literary criticism. Each section of the book contains one interview and two essays: (1) Susan Wells and Reed Way Dasenbrock respond to Thomas Kent's interview with Donald Davidson ("Language Philosophy, Writing, and Reading: A Conversation with Donald Davidson"); (2) Patricia Bizzell and John Trimbur respond to Gary Olson's interview with Stanley Fish ("Fish Tales: A Conversation with 'The Contemporary Sophist'"); (3) Joyce Irene Middleton and Tom Fox respond to Olson's interview with bell hooks ("bell hooks and the Politics of Literacy: A Conversation"); (4) Patricia Harkin and Jasper Neel respond to Olson's interview with J. Hillis Miller ("Rhetoric, Cultural Studies, and the Future of Critical Theory: A Conversation with J. Hillis Miller"); (5) Susan C. Jarratt and Elizabeth A. Flynn respond to Olson's interview with Jane Tompkins ("Jane Tompkins and the Politics of Writing, Scholarship, and Pedagogy"); (6) Arabella Lyon and C. Jan Swearingen respond to Olson's interview with Stephen Toulmin ("Literary Theory, Philosophy of Science, and Persuasive Discourse: Thoughts from a Neo-premodernist"). The book concludes with an essay ("Commentary: The Performance Model of Teaching and Scholarship"), in which David Bleich observes that the interviewees show a continuing devotion to the university faculty member as an intellectual and individual "performer" for students and administrators. (TB)

*Intellectual Disciplines; Student Needs
IDENTIFIERS- *Educational Issues; Information Society;
Professional Concerns

In the information age, communication studies become important. Communication departments must do more than emphasize communication competence and develop a professional identity. Changes brought about by the onset of the information age have affected the nature of society. Concomitant with changes in the workforce, the educational system became populist as it accommodated more than the wealthiest and brightest students. In the information age, communication departments began to flourish. Since access to information creates wealth and power, students became interested in learning how to acquire, disseminate, sort, and make decisions on the basis of information. The information society produces a clash of values as well as changes in work rules, education, and diversity compared to the earlier agricultural and industrial societies. Information, unlike agriculture and manufacturing, is also very mobile. Communication professionals must meet the challenge to return the study of communication as an integral part of the liberal arts curriculum. (RS)

ED 369 109   CS 508 546

Donnelly, William J.
Teaching Account Management.
PUB DATE- Aug 93
NOTE- 32p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (76th, Kansas City, MO, August 11-14, 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Advertising; Business Administration Education; *Business Communication; Course Descriptions; Higher Education; *Job Skills; Organizational Climate; Professional Training
IDENTIFIERS- *Account Management (Advertising); Organizational Culture

Noting that basic courses in advertising provide little or no instruction in how to perform the tasks of account management, this paper suggests the outlines of a syllabus which will prepare a future account manager at least as well as courses in copy, layout, and media planning prepare their future professionals. The course outlined in the paper is rooted in academic inquiry and fundamental college disciplines and applies to an understanding of all service businesses. The course described is built around the relevant study of corporate culture, process management, people management and product evaluation/sale. Contains 49 references. (RS)

Walter, Todd J.
Voice Identification: Levels-of-Processing and the Relationship between Prior Description Accuracy and Recognition Accuracy.
PUB DATE- Aug 92
NOTE- 51p.; Paper presented at the Annual Meeting of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; Higher Education; Research Needs; *Speech Communication; Undergraduate Students
IDENTIFIERS- Levels of Processing; Research Suggestions; Speech Identification; Speech Research; Supreme Court; *Voice Recognition

A study examined whether a person's ability to accurately identify a voice is influenced by factors similar to those proposed by the Supreme Court for eyewitness identification accuracy. In particular, the Supreme Court has suggested that a person's prior description accuracy of a suspect, degree of attention to a suspect, and confidence in identifying a suspect, are reliable predictors for accurately identifying a suspect. Subjects, 18 males and 42 females from an undergraduate psychology course or volunteers from the local community, listed to a voice and later described the voice on a speech characteristic checklist. Later they were asked to identify the voice from a lineup and denote how certain they were of their choice. Results indicated no relationship between voice description accuracy and identification accuracy, or between degree of confidence and identification accuracy. Moreover, depth of processing had no effect on description accuracy, identification accuracy, or the relationship between the two. Future "earwitness" research should: employ a voice lineup in which the target voice is either present or absent; use longer retention delay between target presentation and voice identification; and develop a valid descriptive measure. (Contains 21 references, 2 tables, and 1 figure of data. The voice description checklist is attached.) (RS)

*School Safety; *School Security; *Security Personnel; Student Behavior; *Violence
IDENTIFIERS- *Eugene Public Schools OR

Students in school are no longer isolated from violence and unlawful activity. Lack of resources is hindering school officials' efforts to deal with the problem and keep campuses safe. The city of Eugene (Oregon) and Eugene Public Schools have implemented a jointly funded Safer Schools Program that added one campus monitor to each high school and two full-time police officers. There is a need for broad understanding of and support for the program. This report recommends expanded services for K-8 and updated district policy language. Technical training for Safer Schools personnel and site and community safety plans are needed. A section on police officer activity and police calls to schools, totalling arrests and other activities from April 6 through June 18, 1992 is included. Records of campus monitor activity show differences between schools not necessarily related to student behavior differences. Student, parent, staff and community survey results are included. A list of 15 recommendations about the Safer Schools Program is also included. Appendices A through G include a school safety assessment of Eugene Public Schools, resources, Safer Schools surveys for students and staff, a Safer Schools survey business information form, and suggestions for an effective school crisis plan. (JPT)

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Cooperative Education; Cooperative Programs; Elementary Secondary Education; *Partnerships in Education; *School Business Relationship; *School Community Relationship; *Work Experience Programs

IDENTIFIERS- *Illinois

This guidebook is designed to assist schools and businesses in developing and implementing business-education partnerships. Examples of current successful partnerships are presented. The partnership between Kraft, Inc. and Edison Middle School is an example of partnerships that use employee mentors in the classroom. The Choices program, which many schools and businesses are involved in, utilizes company workers by bringing them into schools to discuss the importance of careful curriculum selection. A step-by-step procedure to develop meaningful partnerships is detailed; listed are 11 recommendations to aide in the development of partnerships. Sample board polices and action plans are provided, and finally, contact persons who are currently involved in successful business-education partnerships are listed. The Springfield School District lists six advantages of partnerships for businesses; for example, partnerships often enhance the corporate image. Also listed are four advantages for schools involved in partnerships, such as improved student attitude and attendance. The National Alliance of Business outlines six levels of business involvement in schools ranging from collaboration on policy matters to participation by employees in classrooms. Contains 17 references. (KDP)

Malaysia's First Day Care Center for Children with Disabilities:
Future Needs in Research in Early Intervention.

PUB DATE- 31 Oct 93
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Day Care Centers; Developing Nations; *Disabilities; Early Childhood Education; *Early Intervention; Financial Support; Foreign Countries; *Needs Assessment; *Program Development; Program Implementation; Qualitative Research; Teaching Methods; Young Children
IDENTIFIERS- *Malaysia

This paper describes the development and implementation of the first private nonprofit day care program serving children with disabilities in Malaysia. Preliminary information describes Malaysia's economic, ethnic, and cultural situation. The naturalistic inquiry approach used to prepare this report, involving interviews and observations, is then described. The program originated from the inability of an English wife of a Malaysian official to obtain day care for her adopted young blind child. Her successful efforts to obtain funding are recounted as well as the establishment of governing procedures, hiring of staff, and opening of the center in 1988 with 10 children (now serving 38 children with nine staff). Observation at the day care center suggested that staff were failing to encourage the children in purposeful communication, self-help, play, or physical activity, with staff time primarily occupied in meeting basic feeding, toileting, and bathing needs of the children. Suggestions for improved early intervention services in Malaysia are offered. These include: strategizing ways to secure regular funding; incorporating functional teaching techniques; developing paraprofessional programs; and promoting parental groups as support systems. Also recommended is the development of a coordinated national plan that addresses early identification, appropriate placement, effective teaching, family involvement, and transitional services. (Contains 14 references.) (DB)

Massachusetts Amherst

A survey of 422 faculty and interviews with 11 deans, department heads, and administrators at the University of Massachusetts at Amherst were conducted to determine faculty awareness of disability. At the time of the study, there were approximately 425 individuals with documented disabilities receiving services at the University. These included students with learning disabilities, mobility impairments, visual impairments, and hearing impairments. In the survey, 77 percent of the faculty indicated that they had taught five or fewer students with disabilities during the last 4 years. Many faculty noted that they could identify only students who disclosed their disability. To gain a better understanding of students with disabilities, faculty preferred such resources and interventions as a directory of services, faculty handbook, and campus newspaper articles, rather than workshops and open houses by service providers. Gender differences were also identified. Analysis of the data indicated that respondents lack experience teaching students with disabilities, are unfamiliar with disability rights laws, and are unfamiliar with University services for students with disabilities. Respondents were most familiar with teaching students with learning disabilities. A multimodal approach for increasing faculty awareness of disability is presented. (Contains 18 references.) (JDD)

Thurlow, Martha L.; Ysseldyke, James E.

Can "All" Ever Really Mean "All" in Defining and Assessing Student Outcomes? Synthesis Report 5.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Mar 93
NOTE- 18p.; Paper presented at the Annual Meeting of the American Evaluation Association (Seattle, WA, November 5, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Standards; Definitions; *Disabilities; *Educational Policy; Elementary Secondary Education; *Equal Education; Evaluation Methods; *Outcomes of Education; *Student Evaluation

This paper cites evidence that the word "all" in referring to the education of all children is not being used in the universal sense, and notes that actions have not matched the rhetoric about "all" students. The paper defines the terms "outcomes," "indicators," and "standards." It discusses key issues that arise in talking about outcomes for all students--practical issues, technical issues, legal issues, and philosophical issues. It describes ways in which "all" really can mean "all" in defining student outcomes, citing the examples of Kentucky and Arizona which include all students in evaluation of educational outcomes. The paper notes that most disability groups want the same accommodations allowed during testing as society allows for people with disabilities to live in the community and to work, while educators have not yet reached this level of consensus on the issue of whether the education of students with disabilities should strive for the same outcomes as the education of students without disabilities. The paper concludes with two qualifiers for "all means all" : outcomes must be relevant to all, and there is a need to identify innovative ways to assess universal outcomes. (Contains 28 references.) (JDD)

educator would become an aid to the regular teacher" was a myth; 56 percent knew that the state does not mandate total inclusion; 71 percent realized that the success of the inclusion model is based on the strength of the school's attitude, flexibility, and collaboration efforts; and the need to vary the definition of the least restrictive environment for each child did not appear to be understood. The survey instrument is appended. (Contains 22 references.) (JDD)

ED 369 245   EC 302 977

The Development of the Danish Folkeskole towards a School for All. Integration of Handicapped Pupils in the Mainstream School System.
PUB DATE- 91
NOTE- 15p.; Cover title reads "The Development of the Danish Public School towards a School for All. Integration of Handicapped Pupils in the Mainstream School System."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; Educational Change; Educational History; Educational Legislation; Educational Philosophy; *Educational Trends; Elementary Secondary Education; Foreign Countries; *Mainstreaming; Public Schools; *Social Integration; Special Education; Trend Analysis
IDENTIFIERS- *Denmark; *Inclusive Schools

This booklet reviews the past 20 years, during which Denmark has been committed to the inclusion of children with disabilities in normal school environments (Folkeskoles) when parents wish. The booklet notes the school reform measure enacted in 1969 and the situation prior to 1969. It briefly addresses the following topics: first attempts at integration, developments in the 1970s, the development of special education, statistical data, other areas of education, prerequisites of integration, choice of educational method, teacher attitudes, the Danish teaching concept, resources, various groups of students with disabilities, limits to integration, parent rights, and principles of future development. (DB) programs in 176 schools in 17 states. Tabled data show that New York and California have the highest numbers of schools involved in two-way bilingual education. Nationwide, most schools with TBPs are providing instruction in Spanish and English at the elementary school level. The programs/schools that provided information on their implementation of TBPs are profiled. They are presented alphabetically in sections by states and within states are grouped by city and school district. Data provided in these profiles include the ethnic/racial breakdown of the school, the criteria for selecting and accepting students, recruitment procedures, grade level(s) of the program, grade level increases planned, program size, funding sources, and program materials available to others. (JP)

ED 369 266 FL 021 986

Pickering, Michael
How a Bilingual Child Understands Being Bilingual.
PUB DATE- 93
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bilingualism; Case Studies; *Childhood Attitudes; Cognitive Development; Early Childhood Education; English; Finnish; Foreign Countries; *Language Acquisition; *Language Attitudes; *Metalinguistics; Uncommonly Taught Languages; *Young Children
IDENTIFIERS- Finland

This case study examined the development of linguistics concepts and the idea of bilingualism in a young girl of Finnish- and English-speaking parents over a 3.5 year period between the child's first and sixth birthday. Through observational methods, it was found that representative instances (preconcepts) of language were attained by age 2, first using lexis as the signifier, and subsequently phonological signifiers. Through a series of delicately graded steps, a concept of the family as bilingual had developed by the time the child reached age 3. Some conception of the domain of use of each language was also present by age 5. (Contains 10 references.) (MDM)

Although research over the last 35 years suggested that no one particular approach to error correction has made a significant difference on students' ESL acquisition process, some textbooks for the training of ESL teachers continue to advocate one method over another. A comparison of error correction techniques among French and American ESL teachers found that no one approach was shared by the majority of Americans: 38 percent reported using circling, 33 percent symbols, and 24 percent editing, and 5 percent summary techniques. Nearly three-quarters of the French ESL teachers reported using symbols, while circling and editing accounted for 18 and 11 percent of the respondents, respectively. No French ESL teacher used summary methods. All of the American instructors claimed to ask their students to rewrite their work, whereas 22 percent of the French instructors did not. Other results and their implications are discussed. Contains 31 references. (MDM) student needs, and poor funding and employment continuity. Many work part time, often in more than one program and serving simultaneously as administrator and teacher. While most have college degrees, their training is likely to be in other areas, with little training specifically for ESL instruction. Need for certification in the field is growing. However, few models of comprehensive professional development for adult ESL literacy teachers exist to support the credentialing process. Three models hold promise: a craft or mentoring model, in which inexperienced teachers are paired with experienced teachers; an applied science model, in which relevant research is linked with practical experience; and an inquiry-based model, in which research, teacher education, and teaching occur concurrently. There is much to recommend a combination of the three models, bringing together teachers and other practitioners at all stages of professional development to provide a laboratory for demonstrating and expanding knowledge,skills, and experience. Expansion of professional development for adult ESL literacy teachers will also require changes in adult education policy and practice and a research base in adult ESL literacy. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

college; and (6) low income students are seeking the same traditional college experience as those students with high incomes. Extensive figures, graphs, and tables detail the study's findings. Appendices contain the survey instrument, data tables, and an algorithm for fully allocating instructional costs. (GLR)

ED 369 328   HE 027 367

Brower, Aaron M.
Prototype Matching and Striving for Future Selves: Information Management Strategies in the Transition to College.
PUB DATE- 20 Feb 94
NOTE- 35p.; Portions of the study's findings presented at the Big Ten Orientation Directors Meeting (Madison, WI, November 1992) and the Annual Conference on the Freshman Year Experience (Columbia, SC, February 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Bound Students; College Freshmen; *Decision Making; *Educational Counseling; Higher Education; Literature Reviews; Nontraditional Students; Postsecondary Education; *School Guidance; School Orientation; *Student Adjustment; *Student College Relationship; Student Personnel Services

Entering college students commonly complain of being inundated with confusing information about attending a college or university, while student services personnel complain that regardless of the efforts placed on making the information "user friendly," students never seem to assimilate what they receive. This paper analyzes the literature and examines the sequence of time frames within which student decisions are made during their transition to academic life. The review finds six distinct time periods in students' transition to college: (1) the initial inquiry to acceptance; (2) the acceptance to the student's summer orientation visit; (3) the summer orientation visit itself; (4) the student's arrival on campus before classes begin; (5) the student's first semester; and (6) the student's second semester. The review finds that student decision-making processes can be described using information management strategies of prototype-matching and striving-for-future-selves. The paper makes the case that universities and colleges can most effectively present different information and services to students by knowing the particular time period they are in and the particular information-processing strategy being used. Contains 69 references. (GLR)

ED 369 329 HE 027 368

Roodt, J., Comp.; And Others
Financial Assistance for Study after Standard 10: First Diplomas and Bachelor's Degrees. 1993/1994. Research Finding MN-141.
PUB DATE- 93
NOTE- 240p.; For related documents, see HE 027 369-377.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Degrees (Academic); Eligibility; Foreign Countries; Grants; Guidelines; Higher Education; Performance Contracts; Postsecondary Education; *Scholarships; *Student Financial Aid; *Student Loan Programs; *Undergraduate Study; Units of Study
IDENTIFIERS- *South Africa

This guide is a summary of bursaries, loans, and other financial assistance available for obtaining a degree, certificate or diploma at a university, technikon, or college in the Republic of South Africa (RSA), Transkie, Bophuthatswana, Venda, or Ciskei (TBVC). Information provided for each bursary usually includes: title of the award; field of study for which the award is available; number available; financial value; duration of the award; institution where award is tenable; eligibility of applicant; service contract obligations; whether the student can apply; closing date for applications; and an address for more information. The book also contains an alphabetical list of the fields of study for which the awards are available and an alphabetical list of institutions where awards may be used. Approximately 1,500 entries have been compiled, mainly from the latest available bursary brochures of all the universities and technikons in the RSA and TBVC countries. It is noted that the guide, to be revised in 2 years, is intended to be a useful aid for vocational guidance officers and a reference work for prospective students seeking financial assistance for further study. (Author)

ED 369 330 HE 027 369

Roodt, J., Comp.; And Others
Any Field of Study. Financial Assistance for Study after Standard 10.
PUB DATE- 93
NOTE- 139p.; For related documents, see HE 027 368-377.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Degrees (Academic); Eligibility; Foreign Countries; *Graduate Study; Grants; Higher Education; Postsecondary Education; *Scholarships; *Student Financial Aid; *Student Loan Programs; *Undergraduate Study; Units of Study
IDENTIFIERS- *South Africa

This guide, the first in a set of nine, presents a summary of financial assistance available for obtaining a certificate, diploma, or degree, in any field of study, after Standard 10 at a university, college, or technikon located in South Africa. The bursaries, loans, and other forms of financial aid appear under the heading "Awards" and are arranged in alphabetical order and then numbered. The book is divided into two main parts: "First Diplomas and Bachelor's Degrees"; and "Advanced Diplomas and Postgraduate Degrees." Under each main part are listed an index of fields of study for which an award is available, a list of the awards themselves, and an index of the institutions where the awards are held. Information concerning

ED 369 350 HE 027 389

Mohapatra, Manindra K.; And Others
Administrators' Attitudes toward Cultural Diversity Management: An Empirical Study;
PUB DATE- 14 Apr 94
NOTE- 24p.; Paper presented at the Annual Meeting of the Midwest Political Science Association (52nd, Chicago, IL, April 14-16, 1994). For a related paper, see HE 027 388. Contains some small print in appendix and some legibility problems.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Administrator Characteristics; Administrator Responsibility; *Competence; *Cultural Differences; Graduate Study; Higher Education; Knowledge Level; *Labor Force; Labor Force Development; *Public Administration; Public Sector; Urban Areas
IDENTIFIERS- *Workforce 2000

A study was done to test four hypotheses on the orientation of American Urban Administrators toward cultural diversity management in the public sector workplace. The study sought to test: (1) the extent of familiarity with the literature on cultural diversity; (2) relative ranking of cultural diversity management capabilities; (3) how women and minority administrators ranked these capabilities as compared to white male administrators, and (4) graduate education in public administration as an indicator of managerial competency. A mail survey of 500 city managers and human resource management directors in United States cities of populations over 50,000 was conducted in summer 1993 and resulted in a total of 99 respondents. Among the major findings were that a third of respondents were not familiar with the literature on cultural diversity, particularly the Hudson Institute's study, "Workforce 2000". Cultural diversity management competency was considered as important by an overwhelming majority of these participants who ranked it overall as 6th highest among 19 listed competencies. In general, women, minorities and administrators with professional public administration education demonstrated greater sensitivity toward cultural diversity management than did other respondents. Of all respondents 85 percent viewed such diversity competencies as very important but among women 97 percent and among minorities 86 percent viewed these competencies as very important. An appendix contains the survey instrument. (Contains 27 references.) (JB)

ED 369 351 HE 027 390

Consulting with Your SPRE. Establishing Review Standards.
PUB DATE- 94
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agency Cooperation; Colleges; *Compliance (Legal); Federal Legislation; Federal State Relationship; Government

ED 369 370 HE 027 409

Atkins, M. J.; And Others
Assessment Issues in Higher Education.
SPONS. AGENCY- Department of Employment, London (England). Further and Higher Education Branch.
PUB DATE- Mar 93
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Outcomes Assessment; Educational Assessment; Educational Philosophy; Educational Planning; *Educational Quality; Foreign Countries; General Education; *Higher Education; Learning Theories; *Outcomes of Education; Professional Education; *Role of Education; Student Educational Objectives; *Student Evaluation
IDENTIFIERS- *United Kingdom

This report reviews assessment issues from a British perspective with particular regard to the implications that the National Vocational Qualification (NVQ) Framework will have for assessment in higher education. It considers assessment in relation to the various purposes of higher education and puts forward a number of practical suggestions for improving the quality of assessment--suggestions aimed at individual lecturers, at departments, and at institutional managers. Four purposes of higher education are addressed: (1) the provision of a general educational experience of intrinsic value to the student in its own right; (2) preparation for knowledge creation, dissemination, or application in a specific discipline or field; (3) vocational preparation for specific occupations; and (4) preparation for more general employment. The problem is shown to be the separation of assessment of theory from assessment of competence, capability, and performance. The report includes a discussion of the inter-relationship of knowledge, understanding, and competence. An examination is also provided of the impact that assessment has on student learning, in particular, the way that some assessment practices lead to superficial, rote learning that is personally meaningless to the student and quickly forgotten once testing is complete. Appendices include a list of the abilities and attitudes desirable in students. Contains 98 references. (GLR)

ED 369 371 HE 027 411

Garcia, Sara S.
The Pervasiveness of the "Psychology of Marginalization": Barriers to Institutional and Personal Development in a Multicultural Education Environment.
PUB DATE- 29 Oct 92
NOTE- 9p.; Paper presented at the Speech and Communication Association Conference (Chicago, IL, October 29, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *Collegiality; *Cultural Pluralism; Ethnic Groups; Ethnicity; Faculty Development; Females; Group Dynamics; Higher Education; Intergroup Relations; Mexican Americans; *Social Bias; Social Status; *Tokenism

ED 369 389 IR 016 620

Performance-Based Assessment
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Competence; *Competency Based Education; Elementary Secondary Education; *Evaluation Methods; Federal Programs; *Performance; Performance Factors; Portfolios (Background Materials); *Student Evaluation
IDENTIFIERS- *Alternative Assessment; Authentic Assessment; ERIC; *Performance Based Evaluation

"The ERIC Review" is published three times a year and announces research results, publications, and new programs relevant to each issue's theme topic. This issue explores performance-based assessment via two principal articles: "Performance Assessment" (Lawrence M. Rudner and Carol Boston); and "Alternative Assessment: Implications for Social Studies" (Pat Nickell). In addition, the features include: (1) standards information; (2) a listing of commercial publishers and performance-based assessment; (3) performance-based aspects of the National Assessment of Educational Progress (NAEP); (4) an alternative assessment reading list; (5) alternative assessment resource organizations list; and (6) an annotated list of 18 new publications available from the ERIC Clearinghouses. (JLB)

ED 369 390 IR 016 621

Kahin, Brian, Ed.
Information Infrastructure Sourcebook.
PUB DATE- Dec 93
NOTE- 838p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Access to Information; Communication (Thought Transfer); Computer Networks; Federal Government; Federal Legislation; *Information Dissemination; *Information Networks; Planning; Policy Analysis; *Policy Formation; *Public Policy
IDENTIFIERS- *National Information Infrastructure

This volume is designed to provide planners and policymakers with a single volume reference book on efforts to define and develop policy for the National Information Infrastructure. The sourcebook is divided into five sections: (1) official documents; (2) vision statements and position papers; (3) program and project descriptions (all sectors); (4) reports; and (5) proposed legislation. (JLB)

ED 369 391 IR 016 623

Wiggins, Marvin E.
Hands-On Instruction in an Electronic Classroom. A Final Report to the U.S. Dept. of Education of a Research and Development Grant Awarded To Establish a Fully-Equipped Electronic Training Room and Test the Effectiveness of Hands-On Instruction in Learning the NOTIS OPAC and Silver-Platter ERIC.

ED 369 410 IR 054 990

Wise, John Macgregor
Towards a Spatial View: Deleuze and Guattari on Technology.
PUB DATE- Nov 93
NOTE- 9p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication (Thought Transfer); *Networks; *Relationship; *Science and Society; Spatial Ability; *Technology

A spatial view of technology involves the relationships in space between technologies, placing significance on the actual dispersion of technology and relations of dependence and support between any particular technology and various social, chemical and biological dimensions. This paper seeks to elaborate a view of technology that is primarily spatially based. It incorporates the writings of Gilles Deleuze and Felix Guattari, as well as the actor-network perspective advocated by Bruno Latour, Michel Callon, John Law, Andrew Pickering and other sociologists of science. (Contains 6 references.) (JLB)

ED 369 411 IR 054 991

Lantz, Chris
Electronic Photography and Its Impact on Instructional Media and Photo Education.
PUB DATE- Apr 94
NOTE- 8p.; Paper presented at the College Teaching and Learning Conference (Jacksonville, FL, April 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Media; Higher Education; Photographic Equipment; *Photography; Technological Advancement
IDENTIFIERS- *Digital Imagery

This paper examines the impact of electronic photography on instructional media and photo education. Photo education has been transformed by digital photography. Undergraduate and graduate programs in electronic imaging have been introduced, and virtually all undergraduate instruction in photography has a digital imaging component or core course. Topics covered in this paper include technical considerations, popular implication of photography, and a redefinition of photography. (JLB)

ED 369 412 IR 054 992

Bosch, Andrea, Ed.
Development Communication Report, 1993.
PUB DATE- 93
NOTE- 69p.; Only 3 issues were published in 1993. For the 1992 issues, see ED 354 858.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)

ED 369 429 JC 940 236

Willis, Jean H.
The Meridian Partnership: A Model Workplace Literacy Project and Development Unit. Internal Evaluation Report, Final Report.
PUB DATE- Apr 94
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Basic Skills; Community Colleges; Computer Assisted Instruction; *Cooperative Programs; Courseware; *Curriculum Development; *Job Analysis; Labor Force Development; *Mathematics Skills; Outcomes of Education; Program Descriptions; School Business Relationship; Two Year Colleges
IDENTIFIERS- *Meridian Partnership MS; Peavey Company; *Workplace Literacy

The Meridian Partnership is a cooperative program established in 1992 by Meridian Community College (MCC), in Mississippi, and Peavey Electronics Corporation to provide expanded workplace literacy instruction to Peavey employees and to perform job analyses to develop customized mathematics and reading courseware. Hardware, software, classroom space, and instructors were provided by MCC, with Peavey providing meeting rooms for employee assessment and space for the project curriculum developer. Jobs identified as needing training were analyzed for specific tasks and customized, computer-assisted lessons were developed for the Metal and Transducer divisions. The lessons addressed basic literacy and mathematics skills and incorporated contextual learning, the use of actual company materials, and individualized instruction following employee assessment. The program was presented to 275 employees, with 110 signing up for assessment and 97 choosing to enroll. Specific program outcomes included the following: (1) of the 97 participating employees, 41 completed every component of their individualized educational plans; (2) 21 employees from the Metal division received a promotion or salary increase subsequent to participation; (3) all of the completers indicated that they were satisfied with the program; and (4) while 22 jobs have been analyzed to date, considerable software development is still needed to develop a task-oriented, basic skills program for use at other institutions. Tables of participant outcomes and comments are included. A sample job task analysis, lesson plan, and assessment instruments are appended. (BCY)

ED 369 430 JC 940 241

National Tech Prep Demonstration Center Annual Performance Report.
PUB DATE- 8 Mar 94
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); *College School Cooperation; *Community Colleges; Community Information Services; Consortia; *Demonstration Centers; *Education Work Relationship; High Schools; Information Dissemination; Information Services; Professional Development; Self Evaluation (Groups); Technical Assistance; Teleconferencing; Two Year

ED 369 447 JC 940 274

Nielsen, Norman R.
Partnerships: Doors to the Future for Community Colleges.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- May 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- College Planning; Economic Development; Educational Finance; Educational Strategies; Educational Trends; *Financial Exigency; *Institutional Cooperation; Labor Force Development; Networks; *Partnerships in Education; *Shared Facilities; *Shared Resources and Services

One response to the shrinking budgets and increased demand for services that have become a way of life in higher education is the creation of partnerships with public and private agencies to share resources and costs. There is virtually an unlimited number of possible partnership arrangements. Off-campus training and degree programs represent one type, such as the college degree study programs established at local businesses by Kirkwood Community College (KCC), in Cedar Rapids, Iowa. Other partnerships may focus on economic development activities, such as an effort by St. Louis Community College, in Missouri, and McDonnell-Douglas to offer individualized skills testing and assessment to displaced workers in the aerospace industry. A third type of partnership involves sharing facilities with public agencies. For example, the KCC campus is home to the East Central Iowa Council of Government and the Heritage Center on Aging, while Central Alabama Community College will manage a conference center and historical village donated by the Kimberly-Clark Corporation. Another arrangement involves housing business facilities on the college campus as is done at the Maricopa Community Colleges, in Arizona, where college officials share offices with personnel from the Motorola Corporation. Finally, other partnerships involve community colleges working together in national networks to share information, professional development, and educational programming. Partnerships are most successful when the colleges have strong transfer, vocational, and community education programming, and when they have credibility within the community. (BCY)

ED 369 448 JC 940 275

Newman, Larry
A Comprehensive Tech Prep Curriculum Model.
PUB DATE- Mar 94
NOTE- 34p.; Paper presented at the Annual Collaborative Conference of the California Community Colleges (3rd, San Jose, CA, April 13-15, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Articulation (Education); *Career Development; Community Colleges; *Competency Based Education; *Cooperative Programs; *Curriculum Development; Education Work Relationship; High Schools; Minimum Competencies; Models; Program Descriptions; Two Year Colleges; *Vocational Education; Vocational High Schools

ED 369 465 JC 940 300

Eissa, Debbie

GAIN in the Community Colleges: A Report on the 1992-93 Survey on GAIN Participants and Funding.

PUB DATE- Mar 94

NOTE- 21p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Agency Role; *Community Colleges; *Educational Finance; Grants; Minority Groups; Questionnaires; *School Demography; School Funds; Social Services; State Aid; *Student Needs; Two Year Colleges; Two Year College Students; *Vocational Education; Welfare Agencies; *Welfare Services

IDENTIFIERS- California Community Colleges; *Greater Avenues for Independence

California's Greater Avenues for Independence (GAIN) program is designed to provide education, job training, and support services to help welfare recipients enter the workforce. As part of an effort to monitor the California Community Colleges' (CCC's) GAIN effort, the Office of the Chancellor conducted a study of GAIN student characteristics, program services, and financial data for the 1992-93 academic and fiscal year. Surveys were sent to all 107 CCC's in May 1993 and revenues were calculated from college apportionment reports. Results of the study, based on responses from 79 colleges, included the following: (1) overall, the responding colleges reported a total of 18,827 GAIN students attending classes, an 11% decline from the 21,091 students reported for 1991-92; (2) the 11% decline occurred primarily in six districts due to fewer student referrals from county agencies; (3) overall, the college GAIN student population was 74.8% female and 67.2% non-white; (4) the non-white student population grew slightly from 1991-92 due to an increase in Hispanic students, despite small decreases in American Indian, Asian, Pacific Islander, African-American, and Filipino GAIN student populations; (5) 59.2% of the students participated in the GAIN basic education program, while moderate decreases were registered for the vocational training and self-initiated components; (6) the two main sources of funding for GAIN programs were the State's General Fund and local contracts and grants; and (7) total GAIN revenues were down $37.3 million from $43.9 million in 1991-92. Tables of student profiles and funding types by college district and the legislative definitions of GAIN services are appended. (MAB)

ED 369 466 JC 940 302

The Alabama College System Statistical Profiles, 1992-93.

PUB DATE- 94

NOTE- 76p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)

DESCRIPTORS- *Campus Planning; College Buildings; Community Colleges; *Educational Facilities; Educational Finance; *Enrollment; Full Time Equivalency; Full Time Faculty; *Institutional Characteristics; Multicampus Districts; Part Time Faculty; Program Descriptions; Student Characteristics; Tables (Data); Teacher Characteristics; Two Year Colleges; *Two Year College Students

ED 369 483 PS 021 863

Adler, Scott A.
Infant Memory for Primitive Perceptual Features.
SPONS. AGENCY- National Institutes of Health (DHHS), Bethesda, Md.
PUB DATE- 88
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Infants; *Memory; Recall (Psychology); Recognition (Psychology); *Sensory Training; *Visual Discrimination; Visual Learning; Visual Stimuli
IDENTIFIERS- *Textons

Textons are elongated blobs of specific color, angular orientation, ends of lines, and crossings of line segments that are proposed to be the perceptual building blocks of the visual system. A study was conducted to explore the relative memorability of different types and arrangements of textons, exploring the time course for the discrimination and forgetting of textons for infants, and the relationship between the duration for which different textons are remembered and their differential discriminability for adults. Subjects for the experiment included 120 3-month-old infants, who were trained to kick to move one of three mobiles, each of which was composed of seven pink wooden blocks, on each side of which were displayed computer-generated, overlapping black lines arranged as either L, T, or . Training sessions were followed by a delayed recognition test. Study findings included the following: (1) infants remember 's (which are preattentively discriminated by adults) more than twice as long as L's or T's (which are not); (2) infants discriminate a change in a single texton type for as long as the original mobile can cue retrieval of the task; and (3) infants' discrimination of L's and T's from 's is not the result of differences in the subjective sizes of these stimuli nor differences in characters' orientation or position. (AC)

ED 369 484 PS 021 898

Wells, Gordon; Chang-Wells, Gen Ling
What Have You Learned? Co-Constructing the Meaning of Time.
PUB DATE- 92
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Discussion (Teaching Technique); *Educational Theories; Elementary Education; *Elementary School Students; Experiential Learning; Foreign Countries; *Learning Activities; Questioning Techniques; Review (Reexamination); *Science Instruction; Thinking Skills; *Time
IDENTIFIERS- Mixed Age Groups; Toronto Board of Education ON

A discussion about the meaning of time that took place in a combined grade 3 and 4 classroom in Toronto, Ontario, Canada is described and analyzed. The paper begins by explaining how a failed classroom demonstration of a water clock resulted in an animated class discussion that led to the successful redesign of the clock. Next, recent work in sociocultural theory is reviewed as it applies to learning and teaching. After the school and classroom context are described, the discussion about the meaning of time is summarized and analyzed. The

ED 369 503 PS 022 063

Aronson, Susan S.
Early Childhood Health Promotion Project (October 1989 - June 1993). Final Report.
PUB DATE- 30 Sep 93
NOTE- 235p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Health; *Day Care; Early Childhood Education; *Health Education; Health Programs; *Health Promotion; Preventive Medicine; Program Descriptions; State Programs
IDENTIFIERS- American Academy of Pediatrics; Child Safety; *Early Childhood Education Linkage System; *Pennsylvania

The Pennsylvania Chapter of the American Academy of Pediatrics developed a statewide project, the Early Childhood Education Linkage System (ECELS), to provide health professional consultation, training, and technical assistance to improve the quality of early childhood education programs in Pennsylvania. The early childhood programs targeted by ECELS included over 250,000 children in Head Start programs, child care centers, family day care homes, group homes, and nursery schools. All had access to a free audiovisual library, a telephone hot line for technical assistance, linkage to local health professionals who volunteered to be listed on the project's computer registry, a quarterly newsletter on health and safety, and help in obtaining health and safety training for staff. A sample of child care programs was involved in testing the value of self-assessment to target technical assistance and the impact of linkage with nurse-consultants on improved quality of care. This report outlines the purpose of the project and its goals and objectives. A discussion of the methodology, evaluation, and results and outcomes of the sample study is presented, as well as a discussion of project publications and documents, dissemination and utilization of results, and future plans. Appendices include the study instruments, statistical data, and copies of ECELS publications. (TJQ)

ED 369 504 PS 022 066

National Statement on Quality Child Care (Enonce de principe national sur la qualite dans les services de garde).
PUB DATE- Aug 91
NOTE- 65p.
LANGUAGE- English; French
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Child Caregivers; Child Health; *Day Care; *Day Care Centers; Early Childhood Education; Educational Policy; *Educational Quality; *Family Day Care; Foreign Countries; Government School Relationship; Nutrition; Parent Participation; Parent School Relationship; Partnerships in Education; Policy Formation; Safety; Standards
IDENTIFIERS- *Canada

The Canadian Child Day Care Federation's National Statement on Quality Child Care suggests separate principles of quality care for center-based and family-based child care. The principles of quality center-based care are divided into seven areas, each with a statement of general philosophy. The philosophical principles are then defined in more detail in three categories:

ED 369 524 PS 022 256

West Virginia Kids Count Data Book: 1993 County Profiles of Child Well-Being.
PUB DATE- 94
NOTE- 185p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Child Abuse; *Child Health; *Child Welfare; *Counties; Demography; Dropout Rate; Early Parenthood; Educational Attainment; Elementary Secondary Education; Minority Groups; Mortality Rate; Poverty; Pregnancy; *State Surveys; Statistical Data; Unwed Mothers
IDENTIFIERS- *West Virginia

This report provides information on 12 indicators of child and adolescent health, education, and economic status in West Virginia at the state and county level. It includes a state profile, a minority profile, and 55 county profiles. Each of the indicators is discussed on a state-wide basis. The bulk of the report consists of one-page county profiles, each of which contains a chart showing the percentage increase or decrease in each of the 12 indicators from 1980 to 1991, actual rates in each period, state rate, and county rank. Tables outlining county demographic and family income data are also presented. The report documents several alarming trends. First, nearly 30 percent of West Virginia women giving birth for the first time are starting families with significant disadvantages, falling into at least 2 of 3 categories: they have less than 12 years of schooling, they are unmarried, or they are under age 20. The state's unmarried teen pregnancy rate also increased by 60 percent from 1980 to 1991. On the positive side, the report notes that rates have declined significantly for infant and child mortality, high school dropouts, and overall teenage pregnancy. Appendixes provide information about indicator definitions, methodology, and sources, along with the raw data for each county. (MDM)

ED 369 525 PS 022 258

Engberg, Agnete
Early Childhood and Pre-School Education in Denmark.
PUB DATE- 89
NOTE- 18p.; For 1979 report, see ED 198 957.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Day Care; Early Childhood Education; Educational Trends; Enrollment; Federal Legislation; Foreign Countries; *Government Role; *Kindergarten; *Nursery Schools; Preschool Curriculum; *Preschool Education; *Teacher Education; Teacher Education Curriculum
IDENTIFIERS- *Denmark

This booklet examines present and future trends in early childhood and preschool education in Denmark. Section one, "Principles and Trends: Joint Responsibility," examines the demographics of Danish families, the government's role in early childhood education and day care, and recent political initiatives. Section two, "The Present Situation with Regard to Legislation and Statistics," describes the types of early childhood educational institutions in Denmark and lists their

ED 369 545 PS 022 309

Villarreal, Abelardo
The Challenge for Site-Based Decision Making Councils: Making Quality Preschool Education Accessible to Language Minority Students.
PUB DATE- Jun 93
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Journal Articles (080)
DESCRIPTORS- Cultural Awareness; Decision Making; Educational Attitudes; English (Second Language); *Equal Education; High Risk Students; Hispanic Americans; *Limited English Speaking; *Minority Groups; *Preschool Education; *Program Implementation; *School Based Management; School Policy; Second Language Learning
IDENTIFIERS- Texas

This article provides school council members in Texas public schools engaged in site-based decision-making (SBDM) with information about creating successful preschool programs for language minority children (LMC). It is intended to help the councils make decisions as to how they can: (1) ensure that language minority children have access equal to that of language majority children to a high quality preschool program, (2) create a vision of a high quality preschool program for LMC, and (3) determine the critical steps needed for making that vision a reality. Components necessary for an effective preschool program for language minority students are listed, and criteria for program development and improvement are presented, addressing: (1) policy; (2) administrative structure; (3) program goals; (4) assessment procedures; (5) curriculum; (6) learning facilitation formats; (7) cultural component; (8) language development; (9) site arrangement; (10) instructional ratios; (11) staffing, staff qualifications, and credentials; (12) family involvement; (13) staff development and (14) program evaluation. "An Early Childhood Education Programs Needs Assessment Form" is appended. (MDM)

ED 369 546 PS 022 312

Early Childhood Education Program Evaluation 1992-1993.
PUB DATE- 1 Mar 94
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cost Effectiveness; Day Care; *Early Childhood Education; Educational Planning; Kindergarten; Parent Participation; Parents as Teachers; Parent School Relationship; *Program Descriptions; *Program Evaluation; *School Activities; School Community Relationship; Special Education
IDENTIFIERS- Des Moines Public Schools IA; Montessori Preschools; Project Head Start

This report describes the early childhood education programs of the Des Moines Independent Community School District and evaluates their strengths and weakness. A description of each of the district's 15 programs and services for children from birth to 8 years of age is given, along with vignettes demonstrating how the programs affect the lives of Des Moines

ED 369 565 PS 022 358

Brett, Arlene; And Others
The Complete Playground Book.
PUB DATE- 93
NOTE- 192p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Historical Materials (060),Information Analyses/State-of-the-art Materials (070),Books (010)
DESCRIPTORS- *Child Development; *Children; History; Innovation; *Play; *Playground Activities; *Playgrounds
IDENTIFIERS- *Child Safety; *Playground Design; Playground Equipment; Special Needs Children

This book examines the history and purpose of outdoor play areas. Chapter 1 of the book discusses the importance of play in children's lives and the role of playgrounds in the play process. The historical development and evolution of playgrounds is recounted in chapter 2, while chapter 3 reviews research on playgrounds, including research concerning gender differences, playground equipment, preschoolers' motor activities, exceptional children's playground behaviors, aggression, and parents' and teachers' attitudes about play. Chapter 4 is an international survey of innovative playgrounds. Chapter 5 considers issues relevant to playground use by exceptional children, including mentally retarded children, emotionally disturbed children, and visually and hearing impaired children. Chapter 6 reviews research on and offers suggestions concerning playground construction and safety, while ways in which playgrounds can be used as part of nonformal and formal education are outlined in chapter 7. Chapter 8 explores the potential of playgrounds to improve the impact of education on the development of children and to extend the experience of inner-city children. The book is illustrated with many photographs, including historical photographs, of playgrounds and children. Two appendixes provide a description of the International Association for the Child's Right to Play (IPA) and the IPA's Declaration of the Child's Right to Play. (BC)

ED 369 566 PS 022 378

Partners in Creating a 21st Century Head Start. Hearing on Detailing the Recommendations Made in the Report of the Committee on Head Start Quality and Expansion in Preparation for the 1994 Head Start Reauthorization Process, before the Committee on Labor and Human Resources. United States Senate. One Hundred Third Congress, First Session.
PUB DATE- 12 Jan 94
NOTE- 63p.; Contains a few pages of small, broken type.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Early Childhood Education; *Federal Aid; Federal Legislation; Government Role; Hearings; Parent Participation; *Preschool Education; Program Evaluation; *Program Improvement; Public Policy; School Readiness
IDENTIFIERS- Congress 103rd; *Program Expansion; *Project Head Start

This hearing examined issues concerning Project Head Start quality and expansion. Testimony was offered by: (1) Senator Edward Kennedy, who discussed the importance of strengthening Head Start; (2) Mary Jo Bane, Assistant Secretary for the

ED 369 582 RC 019 290

Rumberger, Russell W.; Larson, Katherine A.
Keeping High-Risk Chicano Students in School: Lessons from a Los Angeles Middle School Dropout Prevention Program.
SPONS. AGENCY- American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; California Univ. System.; Center for Research on Effective Schooling for Disadvantaged Students, Baltimore, MD.; Office of Educational Research and Improvement (ED), Washington, DC.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Sep 92
NOTE- 56p.; Paper commissioned for At-Risk Evaluation.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Culture Conflict; *Dropout Prevention; *Educational Environment; *High Risk Students; Junior High Schools; Junior High School Students; *Mexican American Education; Parent School Relationship; *Student Alienation; Student School Relationship; Teacher Student Relationship
IDENTIFIERS- California (Los Angeles); *Chicanos; *School Culture

Achievement for Latinos through Academic Success is a unique Chicano dropout prevention program in a large Los Angeles junior high school. Program features include: (1) focus on the school's highest-risk students; (2) construction of a comprehensive cluster of research-based interventions addressing four different spheres of influence on school performance (student, teacher, school, and family); and (3) rigorous evaluation design involving true random assignment to treatment and control groups and extensive cost effectiveness evaluation. Subjects entered grade 7 in 1990 and included 102 very high-risk students and all learning disabled and severely emotionally disturbed students. Interventions provided to treatment groups were: (1) counseling that included training in problem solving; (2) frequent teacher feedback to students and parents; (3) close monitoring of attendance; (4) extracurricular activities to decrease student alienation; and (5) parent training and participation in school and literacy activities. Two years into the 3-year project, preliminary outcomes suggest program success in improving attrition, attendance, and grades for treatment groups relative to controls. Cost per student per year was an estimated $500. Contrary to an initial assumption that the project would simply augment traditional school programs, project staff discovered the need to mitigate and remediate the negative and damaging effects of school culture on student learning and attitudes. Advocacy and brokerage functions were expanded, and project staff developed methods to bridge three cultural boundaries: those of school culture, student culture, and Chicano culture. Contains 65 references. (SV)

ED 369 583 RC 019 526

Matthews, Bruce E.
The Suburbanization of America and the Future of Hunting and Fishing: How To Get People Back in Touch with the Land, or, Rurbanites: The Problem of Keeping Two Roosters in the Same Henhouse.
PUB DATE- 30 Jun 92
NOTE- 19p.; Paper presented at the Annual Conference of the Outdoor Writers Association of America (Bismarck, ND, June 30,

ED 369 599 RC 019 569

Ludlow, Barbara L.
A Comparison of Traditional and Distance Education Models.
PUB DATE- Mar 94
NOTE- 9p.; In: Montgomery, Diane, Ed. Rural Partnerships: Working Together. Proceedings of the Annual National Conference of the American Council on Rural Special Education (ACRES) (14th, Austin, Texas, March 23-26, 1994); see RC 019 557.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cost Effectiveness; Degree Requirements; Delivery Systems; *Distance Education; Graduate Students; Higher Education; Masters Programs; Program Descriptions; Rural Areas; *Rural Education; *Special Education; *Teacher Certification; *Teacher Education; Teacher Shortage
IDENTIFIERS- *West Virginia University

A distance education program at West Virginia University (WVU) offers graduate level training to prospective and practicing special education teachers in rural areas. This report compares the cost effectiveness of distance education to previous models at WVU during the past 15 years, including campus-based and field-based delivery systems. The Severe/Profound Handicaps program at WVU is a graduate program leading to a master's degree in special education as well as West Virginia teaching certification in severe handicaps. The program requires completion of 30 semester hours of coursework and practicum experiences for certification and an additional 6 hours of elective credits for the degree. Comparison of cost estimates across a 15-year time span indicates that although the campus-based program had the lowest combination of costs per course and per trainee, it also produced the fewest number of trainees completing the program. The field-based program achieved a reasonable balance between costs and outcomes, slightly increasing personnel and delivery costs but producing more trainees. Data from the distance education program showed a dramatic increase in costs yet a major increase in production of trainees. While the costs per course were much higher, the costs per student remained about the same. This study concludes that the costs of the distance education model were offset by the increase in the number of trainees, who are needed to meet the growing demand for special education personnel in rural areas. (Contains 19 references.) (LP)

ED 369 600 RC 019 570

Fishbaugh, Mary Susan E.; Hecimovic, Tony
Teacher Study Groups As a Means of Rural Professional Development.
PUB DATE- Mar 94
NOTE- 6p.; In: Montgomery, Diane, Ed. Rural Partnerships: Working Together. Proceedings of the Annual National Conference of the American Council on Rural Special Education (ACRES) (14th, Austin, Texas, March 23-26, 1994); see RC 019 557.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Collegiality; Cooperation; Elementary Education; *Mainstreaming; *Professional Development; Professional Isolation; Program Development; *Regular and Special Education Relationship; Rural Education; *Rural Schools; Teachers

ED 369 617 RC 019 587

Ryan, Deanna F.
Inclusion: The Key to Success.
PUB DATE- Mar 94
NOTE- 8p.; In: Montgomery, Diane, Ed. Rural Partnerships: Working Together. Proceedings of the Annual National Conference of the American Council on Rural Special Education (ACRES) (14th, Austin, Texas, March 23-26, 1994); see RC 019 557.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Cooperation; Elementary Education; *Mainstreaming; *Regular and Special Education Relationship; Rural Schools; *Student Placement
IDENTIFIERS- *Inclusive Educational Programs; Joshua Independent School District TX; *Teacher Collaboration

Joshua Intermediate School, in a rural community near Fort Worth, Texas, uses inclusion to address the needs of the special education student while allowing opportunities for success in the regular classroom through coteaching experiences between general and special staff. In the inclusion setting, the student must meet only the individual education plan (IEP) goals, not necessarily the grade level goals. The "ideal" inclusion student is one who is progressing according to his or her IEP, is not adversely affected by being in the regular classroom, and does not hinder other students as they learn together. A special education student who does not meet this criteria may need to receive most or all instruction from the special educator. Teachers build skills in inclusion through frequent team meetings and training programs. Inclusion has evolved gradually at Joshua Intermediate School, starting with one grade level and expanding. Students with more severe disabilities start by being included in nonacademic subjects, and gradually add content areas. Students with mild to moderate disabilities are evenly divided among the teams of teachers, who strive for flexibility, communication, cooperation, and collaboration. Each team develops their own inclusion schedule based on needs of students and preferences of the teachers. This school finds inclusion advantageous to teachers, students, and parents. (KS)

ED 369 618 RC 019 588

Sullivan, Michael E.
Stemming Teacher Turnover in Rural Settings: An Alternative Approach.
PUB DATE- Mar 94
NOTE- 12p.; In: Montgomery, Diane, Ed. Rural Partnerships: Working Together. Proceedings of the Annual National Conference of the American Council on Rural Special Education (ACRES) (14th, Austin, Texas, March 23-26, 1994); see RC 019 557. Two duplicate pages have been removed from the original document. No information is missing.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alternative Teacher Certification; Competency Based Teacher Education; Degree Requirements; Distance Education; Elementary Secondary Education; Higher Education; Masters Programs; *Nontraditional Education; Nontraditional Students;

ED 369 635 RC 019 605

Glenn, Cheeri; Randall, E. Vance
Collaborative Consultation in a Rural School.
PUB DATE- Mar 94
NOTE- 11p.; In: Montgomery, Diane, Ed. Rural Partnerships: Working Together. Proceedings of the Annual National Conference of the American Council on Rural Special Education (ACRES) (14th, Austin, Texas, March 23-26, 1994); see RC 019 557.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Consultants; Elementary Education; *Mainstreaming; Planning; *Regular and Special Education Relationship; Rural Schools; *Special Education; *Teamwork; Time Management
IDENTIFIERS- *Collaborative Consultation; Inclusive Educational Programs; Teacher Collaboration

Rural and urban elementary schools implemented collaborative consultation to serve special education students. In the rural school, the special education teacher spends 4 days per week in the classrooms. She spends Wednesdays and 1 week out of 5 testing, writing IEPs, planning, and completing paperwork. The principal, instructional assistant, TAG teacher, speech and language teacher, itinerant consultant, and most classroom teachers are involved in the collaborative consultation. Before implementing collaborative consultation, team members spent a year or more gathering information through conferences, visitations, and discussions. In the urban school, the resource room teacher, Chapter-1 teacher, instructional assistants, speech and language teacher, principal, and classroom teachers reviewed information on collaborative consultation over a semester and developed guidelines. They started in reading classes and continued inservice training and regular meetings. Program evaluations over several years showed many strengths but also concerns about curriculum adaptation and planning time. Collaborative consultation requires close teamwork, extensive planning, specific consulting skills, flexibility, administrator support, and sufficient allocation of time for planning and implementation. (KS)

ED 369 636 RC 019 606

Fishbaugh, Mary Susan E.; Gum, Patricia
Inclusive Education in Billings, Montana: A Prototype for Rural Schools.
PUB DATE- Mar 94
NOTE- 6p.; In: Montgomery, Diane, Ed. Rural Partnerships: Working Together. Proceedings of the Annual National Conference of the American Council on Rural Special Education (ACRES) (14th, Austin, Texas, March 23-26, 1994); see RC 019 557.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Education; *Elementary Schools; *Mainstreaming; *Pilot Projects; Program Evaluation; *Regular and Special Education Relationship; Special Education; *Teacher Attitudes
IDENTIFIERS- *Billings School District No 2 MT; *Inclusive Educational Programs

During the 1992-93 school year, Billings School District #2

ED 369 655 SE 054 391

Allen, Robert D.; Stroup, David J.
Teaching Critical Thinking Skills in Biology.
PUB DATE- 93
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biological Sciences; *Critical Thinking; *Educational Strategies; Science Activities; Science Curriculum; *Science Instruction; Science Process Skills; Scientific Concepts; Secondary Education; Secondary School Science; Teaching Methods; *Thinking Skills

Currently, the biological sciences' arsenal of information and knowledge is increasing at such a rate that teachers cannot expect or be expected to teach all the "facts" that are known. Instead many are suggesting that teachers should help students to develop an ability to use and apply fundamental concepts in a critical and analytical way. To help teachers fulfill this goal, this document provides a discussion of why critical thinking should be taught, instructional strategies, and discussions of what is effective practices, how to implement critical thinking, what difficulties students and instructors may face, and what thinking skills are emphasized on standardized tests. Contains 20 references. (ZWH)

ED 369 656 SE 054 441

Suits, Jerry P.; Lagowski, J. J.
Chemistry Problem-Solving Abilities: Gender, Reasoning Level and Computer-Simulated Experiments.
PUB DATE- Mar 94
NOTE- 25p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Anaheim, CA, March 26-29, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Abstract Reasoning; *Chemistry; Classroom Research; *Cognitive Development; College Science; Computer Simulation; Higher Education; Introductory Courses; *Problem Solving; Science Education; *Sex Differences; Thinking Skills

Two studies were conducted to determine the effects of gender, reasoning level, and inductive and deductive computer-simulated experiments (CSE) on problem-solving abilities in introductory general chemistry. In the pilot study, 254 subjects were randomly assigned to control (computer-assisted-instruction tutorials), inductive or deductive CSE treatments for the entire semester. On the comprehensive final examination consisting of 78% problem-solving items, formal reasoners outperformed transitional reasoners who, in turn, outperformed concrete reasoners, ANOVA, p .0001, and males outscored females, p=.0452. On gain in reasoning ability among the concrete reasoners, those in the inductive group tended to outgain those in the other two groups. For the main study using 187 subjects and no control group, the CSE's were revised to make the structure more explicit. No significant differences were found among the types of reasoners on three cognitive levels of the final examination. In a reversal of the expected gender differences, males tended to score higher on lower

ED 369 676 SO 023 462

Peters, Richard
Participatory Citizenship: A Learned Way of Living.
PUB DATE- 93
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Activism; *Citizen Participation; Citizenship; *Citizenship Education; *Community Development; Elementary Education; Environmental Education; *Global Approach; Grade 5; Grade 6; Grade 7; Grade 8; Interdisciplinary Approach; Learning Activities; Sequential Approach; *Social Studies; Values Education

Student involvement in a continuous, integrated, and sequential program of awareness, exposure, and skill development can have an immediate impact upon values clarification and knowledge acquisition, and a long-range effect upon social change and environmental stewardship. Designed to suit the learning styles of students, the activities are classroom and field based within the context of the community. Beginning in the nearby community, students gain insight into the need to create, maintain, and protect areas. As inquiry encompasses the world beyond the local community, the studies become more abstract and the experiences vicarious in nature. Grade 5 activities focus on cooperation, grade 6 on social organization, and grades 7-8 on cultures. The outline of the stages of cultural consciousness suggests a design of a culture awareness program for kindergarten through grade 12. Issues of citizenship in the global community comprise include two articles on citizenship. The incorporation of community resources into the curriculum provides a reality based approach to learning. Ideas for community based learning provide strategies to implement a program and methods to utilize and organize resources. (Author/CK)

ED 369 677 SO 023 698

Gerber, Jurg; Fritsch, Eric J.
Prison Education and Offender Behavior: A Review of the Scientific Literature. Prision Education Research Project: Report 1.
PUB DATE- Jul 93
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; *Correctional Education; *Correctional Rehabilitation; Moral Development; *Outcomes of Education; *Prisoners; *Student Behavior; Vocational Education

This paper provides an overview of the literature evaluating the outcomes of adult correctional education programs. The goal was to identify research that assessed the effects of correctional education on inmates. The paper focused on four possible outcomes: (1) Do inmates who participated in education programs while incarcerated have lower recidivism rates than nonparticipants? (2) Are participants more likely than nonparticipants to enroll in educational programs upon release from incarceration? (3) Do participants have better employment

ED 369 696 SO 023 803

Kustaa, Friedrich Freddy
Equity Issues in the Multicultural British Education System: Focus on a Group of Working Class Students That Reject the Limited Educational Opportunities in the Education System.
PUB DATE- 93
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Status Comparison; *Equal Education; Foreign Countries; Secondary Education; Social Attitudes; *Social Bias; *Social Status; *Student Attitudes; *Working Class
IDENTIFIERS- *Great Britain

This paper discusses a problem of educational equity in the British educational system. Specifically, the document focuses on a group of working class white male students who undermine school authority, promote social class entrapment, and essentially disqualify themselves from educational opportunities. Increasingly, British public secondary schools are unable to graduate poor and working class students. Many of those who do graduate choose not to pursue further education. Research suggests that many of such students actively and consciously participate in self-induction into the culture of manual labor and disadvantaged entrapment that is irreversible for most of them. The students construct a dichotomy between manual labor, which they value highly and equate with masculinity, and mental labor, which they reject and associate with femininity. Underlying the conflict are larger global economic factors including: (1) the shift from an industrial to an information based global economy, which the education system is not mirroring; (2) the inability of education to provide students with the skills they need in a rapidly changing economy; (3) lack of certainty that a British high school diploma will mean employment; and (4) the inability of the class based British educational system to minimize conflict between the academic culture and the working class culture. Great Britain must address the factors that keep many of its students from pursuing postsecondary education if it hopes to maintain a leading place in the global economy. The British educational system must find ways of accommodating students who are dissatisfied with the ways in which schools are presently constituted. Further research is necessary to identify the numbers of students who reject higher education as well as those working class youths who choose to pursue further learning. The educational equity issue is not one that is limited to Great Britain. (SG)

ED 369 697 SO 023 811

McWhinnie, Harold J.
Art & Design Software Development Using IBM Handy (A Personal Experience).
PUB DATE- 87
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Art; *Art Education; *Computer Assisted Instruction; *Computer Software Development; *Courseware; Elementary

ED 369 716 SO 023 948

Bjerstedt, Ake
Peace Museums as Potential Instruments of Peace Education. Views Expressed by Members of the PEC Network. Peace Education Miniprints No. 51.
PUB DATE- Nov 93
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cultural Centers; Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; *International Education; International Organizations; International Relations; *Museums; Opinions; *Peace; Questionnaires; War
IDENTIFIERS- Peace Education Commission; *Peace Studies

Members of the Peace Education Commission answered a questionnaire on peace museums. The first 60 respondents, representing 25 different countries supplied the results of this report. A majority of the respondents had a positive opinion about the potential values of a peace museum. A variety of definitions of a peace museum were supplied by respondents, and a common definition was difficult to obtain although several remarks stated that a museum should go beyond a static collection of objects and develop a participatory environment. While a few countries had experience with peace museums, most countries seemed to have no peace museum experience at all. Alternative ways of focusing peace museums addressed an emphasis on anti-war, pro-peace or both themes and either a multi-dimensional or specific approach. Potential risks and difficulties such as finances and biased displays were indicated by respondents who also provided suggestions on how to promote the idea of peace museums. (CK)

ED 369 717 SO 023 949

Tucker, Carlton H.
From the Axial Age to the New Age: Religion as a Dynamic of World History.
PUB DATE- 8 Jan 94
NOTE- 15p.; Presented at the Annual Meeting of the American Historical Association (San Francisco, CA, January 8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ancient History; Buddhism; Christianity; Confucianism; *Course Content; *Cultural Education; *History Instruction; History Textbooks; Islamic Culture; Judaism; Medieval History; Modern History; Non Western Civilization; *Religion; *Religion Studies; Secondary Education; Social Studies; Units of Study; Western Civilization; *World History

In order to broaden student understanding of past and contemporary situations, the world history survey course needs to consider religion as a vehicle through which history moves. The course proposal includes prehistory and paleolithic times to contemporary Islamic culture. The course is thematic and comparative in orientation, but moves through historical time in a conceptual rather than chronological manner. The six major units use religion as the main organizing principle. The first semester of the course examines historical developments from

ED 369 736 SP 035 157

Koehler, Gretchen
Introduction to Modern Women in Sports: Beyond Winning.
PUB DATE- Apr 94
NOTE- 10p.; Paper presented at the Conference of the American Alliance for Health, Physical Education, Recreation, and Dance (Denver, CO, April 12-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Historical Materials (060)
DESCRIPTORS- Adults; *Eligibility; Females; Opportunities; Participation; *Physical Activities; Recreational Activities; *Social Change; Social History; Sociocultural Patterns; Trend Analysis; Well Being; *Womens Athletics

Women can benefit from sports activities across the entire continuum from play to professional. Women have been catapulted into serious sports training and have been able to contend for more sports opportunities due to the evolution of clothing reforms, more acceptable sports, the right to vote, and the right to control pregnancy. Women have gained much from their growing participation in sports at all levels, such as improved health; releasing muscle and nervous tension; self-expression and self-esteem; and development of leadership, followship, cooperation, and the willingness to sacrifice for the group toward a common goal. Women need to value physical activity and act on that value by choosing to participate. Women have the right to participate on all levels of sport and are entitled to opportunities, training, availability, access, gender equity, and support. The well being and empowerment of women as vital members of society are the benefits beyond winning. (Contains 11 references.) (JDD)

ED 369 737 SP 035 158

King, Susan E.
African-American Women and Doctoral Study: Three Case Studies.
PUB DATE- Apr 94
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Advising; *Academic Persistence; Athletics; Black Achievement; *Blacks; Case Studies; *College Environment; Doctoral Degrees; *Doctoral Programs; *Females; Higher Education; *Physical Education Teachers; Student Financial Aid
IDENTIFIERS- *African Americans

Case studies are presented of three African-American women who earned doctoral degrees in physical education and sport disciplines between 1971 and 1990. Personal interviews were conducted with the informants on issues related to the campus environment as well as financial and academic factors. The case studies are analyzed in terms of the women's enrollment decisions, financial aid, advisor relations, the need for Black advisors, and alienation and racism in the campus environment. The case studies revealed that personal qualities such as faith, determination, and political savvy were essential to the persistence of these African-American women, as these personal qualities enabled them to function successfully in a predominantly white environment and to cope with nonsupportive faculty members. The study concludes that, although doctoral students of all races need a substantial measure of personal

ED 369 756 SP 035 201

Feldman, Allan
Teachers Learning from Teachers: Knowledge and Understanding in Collaborative Action Research.
PUB DATE- Apr 94
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Action Research; Case Studies; *Collegiality; *Diffusion (Communication); Educational Cooperation; Educational Theories; Faculty Development; Higher Education; High Schools; Information Dissemination; Information Transfer; Inservice Teacher Education; Linking Agents; *Peer Teaching; Physics; Science Teachers; Teacher Improvement; *Teaching Experience; *Teaching Models

This study examined ways in which teachers use their own experiences and those of their colleagues to become better teachers, based on case studies of a group of eight physics teachers engaged in collaborative action research. Two perspectives on teaching that have framed other inquiries are first discussed: the teacher knowledge perspective, which specifies three forms of teacher knowledge (propositional, case, and strategic); and the teacher reasoning perspective, which focuses on practical arguments, practical theories, and the reflective practitioner. An alternative perspective is then offered, which makes distinctions between knowledge and understanding and between context and situation and which identifies three varieties of teacher wisdom--wisdom of practice, deliberative wisdom, and wisdom that relies on living and acting authentically in situations. Based on examination of the group's action research, a model for the generation and sharing of knowledge and understanding is developed, called enhanced normal practice, which involves three mechanisms: anecdote-telling, the trying out of ideas, and systematic inquiry. Implications of the study include: (1) for action research to have a long-lasting effect on practice, it needs to be self-sustaining; (2) research should be conceptualized as not only additions to categorizable knowledge but also as development of understanding; and (3) action research operationalized as enhanced normal practice could serve as a model of staff development. (Contains 54 references.) (JDD)

ED 369 757 SP 035 202

Ridling, Zaine
The Effects of Three Seating Arrangements on Teachers' Use of Selective Interactive Verbal Behaviors.
PUB DATE- Apr 94
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Class Organization; *Classroom Communication; Classroom Design; Classroom Environment; *Classroom Furniture;

ED 369 775 SP 035 235

Health/Home Economics Classroom Activities for Secondary Schools. Schools in an Aging Society.
SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.
PUB DATE- 92
NOTE- 108p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Aging (Individuals); *Aging Education; Community Resources; *Health Education; Health Promotion; *Home Economics; Interdisciplinary Approach; *Intergenerational Programs; *Learning Activities; *Lesson Plans; Life Style; Older Adults; Secondary Education; Student Attitudes
IDENTIFIERS- Connecticut

As the fastest-growing segment of society, older adults can be valuable resources for schools. The intent of this guide is to promote education for, with, and about older adults; to confront stereotypic images; and to present an accurate and balanced view of aging. The manual consists of 21 lesson plans for secondary teachers of health and home economics. Suggested activities are designed to address existing curricular objectives, promote interdisciplinary instruction, help students develop healthy attitudes toward their own aging, realize the lifelong importance of decisions they make as young adults, and understand the interdependence of all age groups. Lesson plans are divided into five sections. The first section, "Attitudes about Aging," addresses children's attitudes toward old people. The lessons in section 2, "Normal Aging Process," focus on physical and sensory changes in later life, psychological facts on aging, and myths about memory loss. Section 3, "Making Healthy Life Choices," deals with skin care, exercise, nutrition, healthy lifestyles, and alcohol abuse. The fourth section, "Intergenerational Issues," covers similarities between young and old, diversity in families, and stressful life events. The final section, "Home and Community Awareness," provides a home safety checklist and health and social service programs that help older adults in meeting their needs. Each lesson plan includes an introduction, objectives, key terms, materials, procedures, and extension activities. (LL)

ED 369 776 SP 035 236

Steller, Jenifer J.
D.U.C.K. Walking.
PUB DATE- Jan 93
NOTE- 149p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Aerobics; Elementary Secondary Education; Health Promotion; Integrated Curriculum; Lesson Plans; Physical Activities; *Physical Education; *Program Design; *Program Implementation; State Curriculum Guides; *Statewide Planning
IDENTIFIERS- South Carolina; *Walking

This manual presents a schoolwide walking program that includes aerobic fitness information, curriculum integration, and walking tours. "Discover and Understand Carolina Kids by each award includes the number available; its value, duration, eligibility, closing date for applications; whether a service contract exists; and where further information about the award can be obtained. (GLR)

ED 369 331   HE 027 370

Roodt, J., Comp.; And Others
Engineering. Financial Assistance for Study after Standard 10.
PUB DATE- 93
NOTE- 73p.; For related documents, see HE 027 368-377.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Degrees (Academic); Eligibility; *Engineering Education; Fellowships; Foreign Countries; Graduate Study; Grants; Higher Education; Postsecondary Education; *Scholarships; *Student Financial Aid; *Student Loan Programs; Undergraduate Study
IDENTIFIERS- *South Africa

This guide, the second in a set of nine, presents a summary of financial assistance available to students of engineering for obtaining a certificate, diploma, or degree after Standard 10 at a university, college, or technikon located in South Africa. The bursaries, loans, and other forms of financial aid appear under the heading "Awards" and are arranged in alphabetical order and then numbered. The book is divided into two main parts: "First Diplomas and Bachelor's Degrees"; and "Advanced Diplomas and Postgraduate Degrees." Under each main part are listed an index of fields of study for which an award is available, a list of the awards themselves, and an index of the institutions where the awards are held. Information concerning each award includes the number available, its value, duration, eligibility, closing date for applications, whether a service contract exists, and where further information about the award can be obtained. (GLR)

ED 369 332   HE 027 371

Roodt, J., Comp.; And Others
Commerce and Administration. Financial Assistance for Study after Standard 10.
PUB DATE- 93
NOTE- 71p.; For related documents, see HE 027 368-377.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Business Administration Education; *Degrees (Academic); Eligibility; Fellowships; Foreign Countries; Graduate Study; Grants; Higher Education; Postsecondary Education; *Scholarships; *Student Financial Aid; *Student Loan Programs; Undergraduate Study
IDENTIFIERS- *South Africa

This guide, the third in a set of nine, presents a summary of financial assistance available to students of commerce and administration for obtaining a certificate, diploma, or degree after Standard 10 at a university, college, or technikon located in South Africa. The bursaries, loans, and other forms of financial aid appear under the heading "Awards" and are arranged in alphabetical order and then numbered. The book is divided into two main parts: "First Diplomas and Bachelor's Degrees"; and "Advanced Diplomas and Postgraduate Degrees." Under each main part are listed an index of fields of study for which an award is available, a list of the awards themselves,

Role; Higher Education; Institutional Cooperation; *Institutional Evaluation; Postsecondary Education; *Standards; *State Agencies; State Standards; Universities
IDENTIFIERS- *Higher Education Act Amendments 1992; *State Postsecondary Review Entities

This publication is a guide for institutions of higher education as they work with their federally supported State Postsecondary Review Entity (SPRE) to establish 15 standards for review. SPREs are established by state governments at the direction of the federal 1992 Reauthorization of the Higher Education Act. They conduct and coordinate review of institutions of higher education referred to them by the United States Secretary of Education. They use criteria established in the 1992 Higher Education Act. SPREs are required to consult with institutions in their state before adopting review standards. Hence the necessity for higher education institutions to understand and prepare for the standards treated in this publication. An opening section of this guide describes the 1992 Reauthorization of the Higher Education Act, the publication's legal limitations, and general advice on developing standards and working with local SPREs. The bulk of the publication describes the statutory standards one by one, and for each offers the review standard, examples of documentation, and explanations o terms, comments and considerations. Also included are a listing of designated state postsecondary review entities, institutional integrity review project college and university participants and drafters, staff participants, and the text of Section 494 of the Higher Education Act Amendments, 1992. (JB)

ED 369 352 HE 027 391

Sandler, Bernice Resnick, Ed.
About Women on Campus. Volume 1, Numbers 1-4. Volume 2, Numbers 1-4.
PUB DATE- 92
NOTE- 134p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Civil Rights; College Administration; College Athletics; College Students; Engineering Education; Federal Legislation; *Females; Freedom of Speech; *Higher Education; Science Education; *Sex Bias; Sex Differences; Sexism in Language; Sexual Abuse; Sexual Harassment; *Women Administrators; *Women Faculty

These eight newsletters for women in higher education administration and teaching published in 1991 and 1992 contain regular features as well as topics special to each issue. Features that appear fairly regularly include brief news bits on students on campus, nonsexist language, working in academe, sexual harassment and sexual assault, women in science and engineering, news from around the world, resources, and job announcements. Individual issues offer lead articles. In the first issue "A New Name, New Programming, and All the News About Women on Campus" announces the newsletter and describes its mission. The second issue leads with "Good News: New Civil Rights Act Benefits Women" which notes effects on women of the 1991 Civil Rights Act. The third issue leads with "The Free Speech Debate" and discusses the "free speech versus harassment" conflict on campuses around the nation. The fourth issue follows up the free speech debate with further news and discussion of the Supreme Court's June 1992 ruling on the issue. The fifth issue highlights federal legislation regarding

IDENTIFIERS- *Chicanas

This paper focuses on the Chicana in academe using a framework that considers the academic environment and the dialectic influences that contribute to the dynamics of group interactions, social positioning, and philosophical considerations of dimensions which may promote or deter the important interactions for professional growth and intellectual fulfillment of the Chicana professor in the academy. It discusses the Chicana within the social environment in academe showing how the limited number of Chicanas in academe does not promote healthy development of within group affiliation nor a sense of comfort and security in individual endeavors. The paper argues that the marginalization status of one who is a representative of a socially marginalized group continues throughout the individual's professional experience. It further argues that real change cannot occur without the dismantling of belief systems and structures that are not conducive for growth. (Contains 7 references.) (GLR)

ED 369 372 HE 027 412

Hunt, Gary T.
Scholarship Reconsidered and Its Impact on the Faculty Member.
PUB DATE- Apr 93
NOTE- 11p.; Paper presented at the Annual Meeting of the Eastern Communication Association (New Haven, CT, April, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Administration; *College Faculty; *Educational Quality; Faculty Workload; Government School Relationship; Higher Education; Public Colleges; *Scholarship; Teacher Attitudes; Teacher Effectiveness; *Teacher Role
IDENTIFIERS- Boyer (Ernest L)

Outside demands on universities to improve the manner in which they operate have placed increased pressure on faculty members to examine how they spend their time. Because administrators often resist any pressure to change the way they do business, faculty often find themselves in a situation of adjusting to a changing set of values and reward systems which may not be reflected in the culture of their immediate unit, division, department, or college. This paper discusses the changing priorities of faculty members and the potential impact of these changes on the professorate. It also examines each of the types of scholarship identified in Ernest L. Boyer's "Scholarship Reconsidered, Priorities of the Professoriate". This book's influence on the established climate and culture of American higher education, particularly its influence on the role of the faculty member, is explored. The author's recurring theme is the consideration of the differences that appear to exist between national discussions about the changing role of the faculty member and what is taking place on local campuses. Increased accountability in use of time and space is to be welcomed. (Contains 7 references.) (GLR)

ED 369 373 HE 027 413

Johnson, Tanya
An Overview of the Issues Surrounding Faculty Burnout.
PUB DATE- 14 Feb 93
NOTE- 20p.; Paper presented at the Annual Convention of the Western States Communication Association (Albuquerque, New

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE- 94
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Libraries; *Computer Assisted Instruction; Computer Literacy; *Electronic Classrooms; Higher Education; Information Literacy; Information Services; *Instructional Effectiveness; Intermode Differences; *Library Instruction; Models; Online Catalogs; *Online Searching; Optical Data Disks; Problems; Search Strategies; Training Methods; User Needs (Information)
IDENTIFIERS- Hands On Experience; NOTIS Online Software; SilverPlatter ERIC

This document is the final report to the U.S. Department of Education of a research and development grant awarded to establish a fully equipped electronic training room and test the effectiveness of hands-on instruction in learning the NOTIS OPAC (online public access catalog) and the Silver-Platter ERIC database on CD-ROM. The purpose of the study was: (1) to identify common errors and problems experienced by students using computer-based research tools; (2) to develop hands-on training modules for specific computer systems; (3) to create a computer-equipped training facility that can serve as a model for other institutions; and (4) to implement the training modules on an experimental basis, evaluate their effectiveness, and further refine them. The study was divided into a NOTIS study and an ERIC study. The NOTIS study found no measurable difference in learning between the hands-on group and the lecture/demonstration group. The ERIC group found that hands-on instruction was slightly more effective than a lecture/demonstration alternative and that student interest is enhanced when taught in an hands-on environment. (Contains 44 references.) (JLB)

ED 369 392 IR 016 624

Atkins, Debbie; And Others
Integrating Technology in the Classroom: Process Evaluation, Strategies and Issues.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.
PUB DATE- Nov 93
NOTE- 22p.; Paper presented at the Annual Meeting of the American Evaluation Association (Dallas, TX, November 3-6, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; Data Analysis; Educational Assessment; *Educational Technology; Elementary Secondary Education; Evaluation Methods; Grants; Program Evaluation; *Social Studies
IDENTIFIERS- Leon County School District FL

This paper presents the evaluation results of the "Exploring with Technology" grant funded during the 1992-1993 school year by the Florida Department of Education. The grant proposed to integrate a variety of technological applications with the social studies curriculum. The main purpose of the paper is to discuss the process evaluation of the implementation. Topics

DESCRIPTORS- *Agriculture; *Developing Nations; *Development Communication; Distance Education; Educational Change; Educational Innovation; *Educational Technology; Foreign Countries; Information Technology; *Interaction; Rural Environment
IDENTIFIERS- *Agency for International Development

The three 1993 issues of the newsletter "Development Communication Report" focus on the use of communication technologies in developing countries to educate the people about various social issues as well as the field of development communication itself. Agricultural communication is the theme of the first issue which contains the following articles: "Development Support Communication and Agriculture: The Road Ahead" (Silvia Balit); "Mobilizing Villagers to Action: Communication for Agricultural Micro-Enterprises in Pakistan" (Frank Byrnes); "Women, Seed, Technology and Change: Communicating with Farmers in Senegal and the Gambia" (Tom Osborn); "Interactive Communication Strategies: Playing Games with Labor" (July Leesberg and Emperatriz Valencia); "Special Farmer Field Days in Kenya" (Anderson G. Mwaloma); "Sudan Rural Television (RTV): Communicating with Rural People" (M. O. Elsiddig); "Centers of Excellence: Building Agricultural Communication in India" (Royal D. Colle); and "Being a Good Communicator Doesn't Solve All of Extension's Problems" (Willem Zijp). The theme of the second issue is interactivity and learning technologies and contains the following articles: "People Based Interactive Instruction: A Workshop by Thiagi" (Sivasailam Thiagarajan); "Cutting Edge Multimedia Technologies: Promise and Pitfalls" (Janice Brodman); "Rethinking Interactivity: Lessons from Interactive Radio Instruction" (Jeanne Moulton); "Breaking the Ice: The Karate Kids Mixed Media Package" (Christopher Lowry); "Script Writing for Interactive Radio Instruction" (Esta de Fossard); "Interactivity and Soft Technologies: Peer Group Learning Systems" (Aida Pasigna); "Forum Theater in Burkina Faso: Paving the Way for Dialogue, Interactivity and Change" (Joy Morrison); and "Adult Literacy Is Important...But How Can We Use More Interactive Methods?" (Jose Carleton Corrales). Finally, multi-channel learning is the focus of the final issue which contains the following articles: "Expanding the Vision of Basic Education through Multi-Channel Learning" (Stephen Anzalone); "Multi-Channel Solutions: The Prospects of Open Secondary Education" (Paud Murphy); "Multi-Channel Learning in Focus: Project No-Drops and a Learning System for All" (Minda C. Sutaria); "Kenya's Rural Press Project: Bringing the Local Reality into Focus" (Usman Jimada); "Multi-Channel Learning in Practice: Case Studies from India, Costa Rica, South Africa and Bolivia" (Andrea Bosch); "Internetworking: Understanding E-Mail" (Mark Prado); and "Satellite TV Broadcasting: Looking to the Future of Educational Technologies" (Charles Morrow). (JLB)

ED 369 413 IR 054 993

Walters, Donald J.; Kenney, Anne
The Digital Preservation Consortium: Mission and Goals.
PUB DATE- Mar 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Information; *Consortia; *Cooperative Programs; Higher Education; Information Networks; Institutional Mission; Library Materials; Mission Statements; Policy

Colleges
IDENTIFIERS- *Mount Hood Comm Coll National Tech Prep Demo Ctr; *Tech Prep

This annual performance report for the Mt. Hood Community College (MHCC) National Tech Prep Demonstration Center (TPDC), in Gresham, Oregon, reflects TPDC's accomplishments and activities during the period of January 1, 1993 through February 28, 1994. The major purpose of the TPDC's grant is to disseminate information about Tech Prep to high schools in the form of course guidelines, sample articulation agreements, counseling materials, marketing guidelines, applied mathematics and communications packets, and conference materials. TPDC's 1993-94 accomplishments included the following: (1) increasing articulation agreements from 65 in 1992 to 78, covering 17 different professional-technical areas taught at MHCC and all 6 of the high school Certificate of Advanced Mastery (CAM) areas; (2) providing teleconferences and workshops for Tech Prep and Applied Academics; (3) exceeding the expected number of campus visits, including a group of 70 high school and community college administrators and instructors from Eastern Washington; (4) integrating applied academics into the 6 CAM's prescribed by the state; and (5) increasing staff development through participating in conventions and providing teleconferences and workshops. Although TPDC met or exceeded its expectations, it encountered funding limitations for further applied academics/tech prep implementation and staff and curriculum development activities. Appendixes include lists of on- and off-cite presentations, schools and agencies receiving TPDC packets, a Tech Prep/Applied Learning workshop brochure, a statistical summary of TPDC's work, materials from a TPDC mathematics workshop, and the TPDC winter newsletter. (MAB)

ED 369 431 JC 940 252

Thomas, Carmelita Arsena
Gender and the Perception of the Community College President's Leadership.
PUB DATE- 93
NOTE- 277p.; Doctoral Dissertation, University of California, Los Angeles.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Administrator Attitudes; *Administrator Qualifications; *College Presidents; *Community Colleges; Interviews; *Leadership Styles; School Surveys; *Sex Differences; *Sex Stereotypes; Student Attitudes; Teacher Attitudes; Two Year Colleges

A study was conducted to determine whether gender affects the acceptance of a community college president, and the perception of his/her effectiveness as a leader. Open-ended interviews were conducted with approximately 11 individuals, including trustees, faculty, administrative and clerical staff, and the president, at 10 California community colleges. Five colleges with male presidents were paired with five colleges with women presidents on the basis of district structure, enrollment, and location. Findings revealed that there is a difference in expectations of male and female presidents when they are first appointed, but that over time, stereotypical biases are superseded by a more realistic evaluation of the individual's abilities and skills. Stereotypical biases were that women are not able to make strong independent decisions and that they are more likely to base decisions on emotion rather than logic. Women respondents felt errors and weaknesses are more readily

IDENTIFIERS- *Tech Prep

The Butte College Tech Prep Consortium (TPC), in Oroville, California, is a cooperative effort of secondary and postsecondary schools, local businesses, and community organizations to develop and implement Tech Prep opportunities in the area. The TPC has developed a competency-based, comprehensive tech prep curriculum model that is applicable to the differing needs of the institutions involved. Under the model, each participating secondary partner can generate education plans for its students in every program offered by Butte College (BC) and students can develop competencies through a range of courses, workplace experience, or extracurricular activities. Other advantages of the model include its adaptability to long range changes and School-to-Work requirements and continuity with previous cooperative efforts such as 2 2 and 2 2 2 arrangements. The model establishes a balance between the academic core of sciences, communications, mathematics, and physics; technical and vocational preparation; and career development, focusing on developing students' critical thinking, teamwork, and other personal qualities. The model's curriculum development plan includes the following five steps: (1) secondary schools identify programs they wish to target; (2) teams of consortium partners define competencies for each element in the curriculum; (3) competencies are tied to courses and activities; (4) project participants define and negotiate competency standards; and (5) formal program articulation agreements are established between secondary schools and BC. Diagrams of program organization and sample competency equivalencies are attached. (KP)

ED 369 449   JC 940 276

Rubi, David C.

Survey on the Transferability of Associate's Degree to Four-Year Institutions.

PUB DATE- 9 May 94

NOTE- 11p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Articulation (Education); *Associate Degrees; College Credits; *College Transfer Students; Community Colleges; Higher Education; National Surveys; State Colleges; State Norms; *State Standards; State Universities; *Student Placement; *Transfer Policy; Two Year Colleges

IDENTIFIERS- *Arizona

In January 1994, the Arizona State Board of Directors for Community Colleges (ASBDCC) conducted a survey of state four-year systems nationwide to determine the existence of standards regarding the transferability of associate degrees and associate degree students' academic standing at receiving four-year institutions. Questionnaires were mailed to the four-year systems in 49 states, with responses being received from 41 systems. Major findings included the following: (1) 22 of the responding states indicated that they had an arrangement or policy allowing for the transfer of the associate degree; (2) in these states, 13 stated that the standards were mandated by state boards, 4 that they were mandated by the legislature, and 5 that they were voluntary; (3) of the 41 responding states, 7 indicated that the associate degree satisfied general studies requirements, while 19 stated that it lead to some form of junior class standing at the four-year institution; and (4) responses varied widely with respect to the maximum number of

IDENTIFIERS- *Alabama

Designed to communicate information to the public and to assist decision-makers at Alabama's two-year colleges in making institutional comparisons, this document provides a systemwide profile for 1992-93 of the state's public two-year colleges and profiles of Athens State College (ASC) and the Alabama Industrial Development Training Institute (AIDT). Following a brief introduction, the following seven sections are provided: (1) a system profile, including the historical background and mission statement of the Alabama College System, a list of the members of the State Board of Education, and a map of Alabama locating college presidents; (2) a student profile, providing information on student headcount enrollment trends, full-time equivalency credit enrollment summaries, unduplicated annual headcount, enrollment by credit hour and by sex/race, distribution of students by age, full-time/part-time (FT/PT) enrollment trends, and FT/PT enrollment by quarter; (3) an academic program profile, featuring program offerings, credit hours by curriculum area and by day/evening, enrollment by degree level, average class size, and awards conferred; (4) personnel profile, highlighting FT/PT personnel by college and a FT salary schedule, classification by race/sex, and instructional rank; (5) a fiscal/facilities profile, including revenue sources, expenditures, and investment in plant; (6) a profile of ASC, including a personnel profile and student enrollment data; and (7) a profile of AIDT, featuring data on job specific training, total quality management training, AIDT's mobile center, AIDT total trainees, and other AIDT programs. (MAB)

ED 369 467   JC 940 303

Adams, Judith
Five Years after Graduation: A Follow-Up Study of 1988-89 Graduates/Certificate Holders.
PUB DATE- 15 Nov 93
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Transfer Students; Community Colleges; *Education Work Relationship; *Followup Studies; *Graduate Surveys; *Outcomes of Education; *Participant Satisfaction; Salaries; Student Attitudes; Student Characteristics; Two Year Colleges; Two Year College Students
IDENTIFIERS- Macomb Community College MI

As part of a program of graduate follow-up studies, Macomb Community College (MCC), in Michigan, regularly conducts surveys of graduates or certificate earners 1, 3, and 5 years after their departure from the college. In September 1993, surveys were sent to 2,633 alumni from the class of 1988-89 requesting information on graduate characteristics, current employment/educational status, salary information, and perceptions of MCC. Study findings, based on responses from 994 former students, included the following: (1) respondents were 95.1% white and 59.5% female; (2) 42.7% of the respondents indicated that their primary reason for attending MCC had been to prepare for a job, while 36.5% indicated that they had attended to earn credit for transfer; (3) 84% of respondents were employed, 8.4% were unemployed, and 5.9% were full-time students; (4) of the employed respondents, 63.3% indicated that their job was directly related to their education at MCC and most rated themselves as satisfied or very satisfied with their discussion was to serve as an occasion for the children and their teacher to make connections between the various activities in which they had engaged and the artifacts of various kinds that had mediated their practical study. It began with the teacher inviting the students to think about what they had learned during the preceding 5 weeks. The invitation led to discussions of the need for a standard, accurate measure of time; scientific processes; units of time; work with pendulums; sources of power for clocks; bases for units of time in the earth's movements; and time zones. Short excerpts from the discussion are presented. The role of teachers in the co-construction of knowledge is discussed next, followed by concluding comments about the themes and findings of the analysis. (AC)

ED 369 485 PS 021 905

Hearing on the Reauthorization of the Elementary, Secondary, and Vocational Education Act. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, One Hundred Third Congress, First Session (York Springs, Pennsylvania, April 30, 1993).
PUB DATE- 93
NOTE- 80p.; Serial No. 103-23.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Educational Legislation; *Elementary Secondary Education; *Federal Aid; *Federal Legislation; Federal Programs; Hearings; Program Effectiveness; *Vocational Education
IDENTIFIERS- Congress 103rd; *Pennsylvania

This document reports the oral and written testimony of persons who testified at the April 1993 hearing on the reauthorization of the Elementary, Secondary, and Vocational Education Act, held in York Springs, Pennsylvania. Persons who testified or submitted written statements included the Pennsylvania Department of Education's Commissioner for Elementary and Secondary Education; the Chapter 1 coordinators from Hanover Public School District, South Middleton School District, and Shippensburg Area School District; the director of Migrant Education and the Lincoln Intermediate Unit; a Chapter 1 teacher from York City School District; superintendents from the Carlisle Area School District, Conewago Valley School District, and York City School District; a language arts supervisor from Gettysburg Area School District; a parent; and the director of the Pennsylvania Department of Education's Bureau of Corrections. The testimony addressed the importance of the legislation for providing a build-a-base approach to services to families and children in Pennsylvania, and for funding staff development and performance-based assessment. Information on individual school districts is provided along with information on the use of federal funds and the impact of funding cuts. (AC)

ED 369 486 PS 021 948

Pryor, John
He, She and I. T.: Groupwork in a Gender-Sensitive Area.
PUB DATE- Sep 93
NOTE- 14p.; Paper presented at the Annual Conference of the British Educational Research Association (Liverpool, England, United Kingdom, September 10-13, 1993).
LANGUAGE- English

people, practice, and place. Specific indicators of quality care are also provided. The seven areas are suitability and training of care providers, child development and the learning environment, group size and ratios, adult relationships, health and nutrition, safety, and partnerships. The statement on family-based child care begins by defining family day care, identifying various models, and discussing the relationship between licensing and quality. Next, 10 indicators of quality are identified: (1) the role of parents in day care; (2) suitability and training of care providers; (3) coordination of the home and the family day care service; (4) child development and the learning environment; (5) interactions and relationships; (6) health and nutrition; (7) safety; (8) group sizes and ratios; (9) management of a family day care home; and (10) partnerships. Finally, several issues not addressed in the statements are highlighted for future discussion, including the interrelationships of partners, the role of licensing and regulation, and the possibility for accreditation. (AC)

ED 369 505 PS 022 067

Focus on Child Care Initiatives Fund Project = Point de Mire sur les projets de la Caisse d'aide aux projets en matiere de garde des enfants.
PUB DATE- Oct 93
NOTE- 101p.
LANGUAGE- English; French
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Collected Works - Serials (022)
DESCRIPTORS- Child Health; Child Welfare; *Day Care; *Day Care Centers; Early Childhood Education; *Family Day Care; Foreign Countries; Intergenerational Programs; Labor Conditions; Mainstreaming; *Program Descriptions
IDENTIFIERS- *Canada; Child Care Resource Centers

This Canadian journal contains 10 articles in English and French that: (1) profile the Lakeview Children's Centre child care facility in Langruth, Manitoba, focussing on rural communities; (2) report on the Those Who Care research study of day care work environments and caregiver characteristics; (3) discuss the SpeciaLink network of pioneering practitioners engaged in mainstreaming young children into child care programs; (4) profile the Child Care Connection-Nova Scotia (CCCNS) child care resource center, which connects child care professionals with information, resources, and support for community child care; (5) profile the Splats'in Day Care Centre in Enderby, British Columbia, which is designed to replicate a native home setting and reflect Shuswap cultural values and traditions; (6) examine the work of the Centre for International Statistics in gathering child care statistics; (7) profile the Family Resource Centre in St. John's, Newfoundland, including its drop-in program; (8) examine the Well Beings guide on promoting the physical health, safety, and emotional well-being of children in child care; (9) discuss the Day Care Connection intergenerational program; and (10) review a caregiver guidebook "Family Day Care" by Lee Dunster. (MDM)

ED 369 506 PS 022 086

Atmore, Eric
Providing Early Childhood Educare Services for the Black Preschool Child.
PUB DATE- 93
NOTE- 29p.; Chapter 5 extracted from: J. Le Roux, Ed. "The Black

enrollment. Section three, "Aims and Methods Laid Down and Applied in Preschool Institutions," describes the operation and curriculum of day nurseries, kindergartens, and preschools. Section four, "Children with Special Needs," explains how children with special needs, such as those with mental or physical handicaps or the children of immigrants and refugees, are educated. Section five, "Training of Preschool Teachers," outlines the training program of the nation's 23 kindergarten teacher training colleges. (MDM)

ED 369 526 PS 022 259

Elementary School Children: Many Change Schools Frequently, Harming Their Education. Report to the Honorable Marcy Kaptur, House of Representatives.
PUB DATE- Feb 94
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Achievement; Educational Policy; Elementary Education; *Elementary School Students; *Federal Programs; *Government Role; Immigrants; Inner City; Limited English Speaking; Low Income Groups; Poverty; Program Effectiveness; *Student Mobility; *Student Records
IDENTIFIERS- Department of Education; Migrant Education Program

This report examines the characteristics of children in the United States who change schools frequently, their success in school relative to children who have never changed schools, and the help that federal educational programs and policies can provide. One in six of the nation's third-graders were found to have changed schools at least three times since beginning first grade. Unless policymakers focus greater attention on the needs of these children, who are often from low-income, migrant, and limited English proficient families, they may continue to be low achieving in math and reading, and they may repeat a grade. The Department of Education (DOE) can play a role in helping mobile children by ensuring that they have access to federally funded educational programs and by encouraging states to implement more effective student record transfer systems. The bulk of the report consists of six appendixes that: (1) describe the characteristics and achievement rates of mobile children; (2) report on a comparison study of two high-mobility rate schools; (3) discuss shortcomings of federal education programs for mobile children; (4) describe a proposed student record system; (5) provide comments from the DOE; and (6) list the major contributors to the report. (MDM)

ED 369 527 PS 022 261

Response to Child Care Needs: The Valley Community 1993 Annual Report.
PUB DATE- Feb 94
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- After School Programs; *Community Characteristics; *Community Programs; Community Surveys; *Day Care; Day Care Centers; Early Childhood Education; Elementary Education; Family Day Care; School Age Day Care
IDENTIFIERS- *California (Alameda County); Child Care Costs; *Child Care Needs

children and their families. Major strengths of the early childhood programs are listed, including: (1) cooperation and collaboration among programs, staff, and administrators; (2) increasing numbers of staff with early childhood endorsements and certifications; (3) collaborative agreements with other community agencies and organizations; (4) increased parent involvement; and (5) excellent Head Start programs. Noted areas in need of improvement include a lack of sufficient dedicated classroom space, a lack of manipulative materials for kindergarten through second-graders, and additional staff time for professional development and planning. Five appendixes provide a diagram of program collaboration; a program organizational chart; a list of program locations and kindergarten sessions; a list of relevant early childhood policies, standards, and regulations; and a table of the ethnicity of children attending district programs. (MDM)

ED 369 547 PS 022 314

Thousand, Jacqueline S., Ed.; And Others
Creativity and Collaborative Learning: A Practical Guide to Empowering Students and Teachers.
PUB DATE- 94
NOTE- 432p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Classroom Environment; *Classroom Techniques; *Cooperation; *Cooperative Learning; Creative Thinking; Elementary Secondary Education; Group Activities; Learning Activities; Learning Strategies; *Peer Teaching; *Teaching Methods; *Tutoring
IDENTIFIERS- *Collaborative Learning; Peer Mediation; Peer Support; Student Empowerment; Teacher Empowerment

This book offers practical guidelines for implementing cooperative-collaborative learning in the classroom. Included are research reviews, sample lesson plan formats, suggestions for peer coaching, and forms and materials that teachers may duplicate. The book's 17 chapters are divided into three sections on cooperative group learning; partner learning, peer tutoring, and peer mediation; and cooperatively creating new responses and new behaviors. The chapters are: (1) "Why Understanding the Theoretical Basis of Cooperative Learning Enhances Teaching Success" (Frank Murray); (2) "Cooperative and Collaborative Learning: An Integrative Perspective" (Neil Davidson); (3) "An Overview of Cooperative Learning" (Roger Johnson and David Johnson); (4) "Cooperative Learning and Inclusion" (Mara Sapon-Shevin and others); (5) "A Decision-Making Model for Curricular Adaptations in Cooperative Groups" (Alice Udvari-Solner); (6) "One Divided by Two or More: Redefining the Role of a Cooperative Education Team" (Richard Villa and Jacqueline Thousand); (7) "Student Disruption in the Cooperative Classroom: Experiences in a New Brunswick, Canada, School District" (Brian Kelly); (8) "Cooperative Group Learning and Higher Education" (Ann Nevin and others); (9) "The Power of Peer-Mediated Instruction: How and Why It Promotes Academic Success for All Students" (Gregory Harper and others); (10) "Creating Powerful Partnerships through Partner Learning" (Mary McNeil); (11) "Partner Learning Systems" (Laurie LaPlant and Nadine Zane); (12) "The Role of Students in Resolving Conflicts in Schools" (Fred Schrumpf); (13) "Christine's Inclusion: An Example of Peers Supporting One Another" (Tracy Harris); (14) "Awareness Plans for Facilitating Creative Thinking" (Herber Leff and others); (15) "Problem-Solving Methods to Facilitate

Administration for Children and Families, Department of Health and Human Services, who presented highlights of the final report of the Advisory Committee on Head Start Expansion and answered questions about the committee's work; (3) Ronald Herndon, president of the National Head Start Association, who spoke about his experiences as a Head Start program director; (4) Diane Hebert, a parent and committee member of a Head Start program who related how Head Start had helped her and her children; (5) Marian Wright Edelman, president of the Children's Defense Fund, who lauded the expansion of Head Start; (6) Edward Zigler, one of the founders of Head Start, who called for more focused appropriations for the program; (7) Douglas Besharov, a scholar with the American Enterprise Institute, who warned that Head Start may be less cost effective than other forms of preschool education; and (8) Lisbeth Schorr of Harvard University, who argued that children should enter Head Start at an earlier age. (MDM)

ED 369 567 PS 022 379

Kostelnik, Marjorie J.; And Others
Guiding Children's Social Development. Second Edition.
PUB DATE- 93
NOTE- 547p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Aggression; Child Abuse; Child Behavior; *Child Development; *Children; *Classroom Techniques; Coping; Disabilities; Early Childhood Education; Ethnicity; Friendship; *Interpersonal Competence; Interpersonal Relationship; Nonverbal Communication; Parent Teacher Cooperation; Peer Relationship; *Prosocial Behavior; Self Concept; Self Control; Self Esteem; Sexuality; Social Cognition; *Social Development; Social Experience; Stress Management; Verbal Communication

Noting the importance of social competence for getting along in society, this book is designed as a text to help teachers of young children understand the nature of social development in young children and how to guide that development through the early childhood curriculum. The book contains a number of practical guidelines and strategies for addressing common social concerns, such as helping children develop and sustain friendships, and promoting children's self-awareness and self-esteem. The 16 chapters are presented in a specific sequence, with chapters that focus on relationship-building sills appearing prior to those that involve behavioral cueing skills. The chapters are: (1) Professional Involvement of Young Children; (2) Initiating Social Relationships in Infancy; (3) Building Positive Relationships through Nonverbal Communication; (4) Promoting Children's Self-Awareness and Self-Esteem through Verbal Communication; (5) Responding to Children's Emotions; (6) Enhancing Children's Play; (7) Fostering Self-Discipline in Children: Expressing Appropriate Expectations for Their Behavior; (8) Fostering Self-Discipline in Children: Implementing Consequences; (9) Handling Children's Aggressive Behavior; (10) Helping Children Cope with Stress; (11) Supporting Children's development in Sensitive Areas: Sexuality, Ethnicity, and Handicapping Conditions; (12) Influencing Children's Social Development via the Physical Environment; (13) Supporting Children's Friendships; (14) Promoting Prosocial Behavior; (15) Working with Parents; and

1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; Cultural Pluralism; *Culture Conflict; Elementary Secondary Education; Environmental Education; Higher Education; Life Style; Outdoor Activities; *Outdoor Education; *Role of Education; Rural Areas; Rural Development; Teacher Education; *Urban to Rural Migration
IDENTIFIERS- Cultural Preservation; *Rural Culture; *Rurbanization

This paper addresses problems associated with rurbanization, which is the invasion of rural areas by affluent urban and surburban people seeking a "country" lifestyle. There is a distinction between lifestyle--which reflects an individual's values, attitudes, and affluence--and culture, which is a design for living adapted to a group's social and physical environment and passed down through generations. Rurbanites affect a lifestyle, while rural communities have a culture. The impacts of rurbanization on hunting, fishing, and trapping are apparent in the development of land that once belonged to wildlife and outdoor enthusiasts. Rurbanization contributes to the decline of rural culture by altering the economy of rural communities and contributing to the degradation of rural values and attitudes. Rurbanization results from and contributes to a lack of connection with the land, the natural world, and its processes. It also supports a trend away from pluralism and diversity and toward fundamentalism, ultimately leading to cultural death. Strategies for reversing the decline in rural culture include sustaining farms, farm families, and farming-based communities; promoting diversity and appreciating that rural values and way of life are another aspect of cultural diversity; infusing outdoor education throughout all grade levels to help connect students with the natural world and their community, and to support the building of personal stories reflecting rural traditions; and supporting nonformal approaches to outdoor education that encourage participation in outdoor activities and rural traditions. (Contains 9 references.) (LP)

ED 369 584 RC 019 527

Matthews, Bruce E.
Multiculturalism: Implications for Outdoor and Conservation Educators.
PUB DATE- 15 Jul 93
NOTE- 39p.; Paper presented at the Annual Conference of the Association for Conservation Information (55th, Portsmouth, NH, July 15, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accessibility (for Disabled); Change Strategies; *Conservation Education; *Cultural Pluralism; Disabilities; Ethnic Groups; Multicultural Education; *Organizational Change; Organizations (Groups); Outdoor Activities; *Outdoor Education; Population Trends; *Role of Education
IDENTIFIERS- *Fishing; *Hunting

This paper addresses the role of multiculturalism in outdoor and conservation education. Multiculturalism promotes appreciation of diversity including differences originating from race, ethnicity, gender, and abilities, thereby developing tolerance and human understanding. Several trends make multiculturalism

IDENTIFIERS- Inclusive Educational Programs; Montana; *Study Groups; Teacher Collaboration

A teacher study group was formed at Garfield Elementary School (Billings, Montana) to provide opportunities for professional development. Garfield Elementary has a student population of over 400 students, approximately 50 of whom qualify for special education services. The majority of children come from lower socioeconomic backgrounds and represent various ethnic groups. Beginning with the 1992-93 school year, inclusion was initiated and all special education students were placed in regular classrooms. To meet student needs and promote collaboration among staff, a teacher study group was formed. Faculty from Eastern Montana College assisted in the development of the study group. Teachers met twice a month for 1 hour before school to discuss relevant topics and concerns, including interpersonal relations, situational leadership, clinical supervision, models of collaboration, modes of interaction, and dealing with change. Prior to the meetings, teachers reviewed journal articles related to the topic of the next meeting. During the meetings, teachers shared their reactions to the readings and attempted to relate what they read to their professional roles. At the end of the first semester, teachers indicated they appreciated the opportunity to discuss current educational topics with colleagues. The implementation of teacher study groups is especially relevant in rural areas where teachers experience professional isolation and stagnation. (LP)

ED 369 601 RC 019 571

Savage, Luise; Werner, Judy

Potpourri of Resources To Tap Gifted Education in Rural Areas.

PUB DATE- Mar 94

NOTE- 7p.; In: Montgomery, Diane, Ed. Rural Partnerships: Working Together. Proceedings of the Annual National Conference of the American Council on Rural Special Education (ACRES) (14th, Austin, Texas, March 23-26, 1994); see RC 019 557.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Community Resources; Educational Needs; *Educational Resources; *Educational Technology; Elementary Secondary Education; *Gifted; Program Development; Rural Education; *Rural Schools; Special Education; *Special Education Teachers; Teacher Role

This paper addresses problems in providing educational services to gifted students in rural areas and discusses feasible solutions. Rural schools face numerous obstacles such as small numbers of identified gifted students; limited resources and funding; locations distant from universities, libraries, and cultural activities; difficulty in obtaining trained personnel; and differences in cultural values. Rural schools need to explore programming options such as developing regional centers for gifted programs, providing opportunities for students to participate in independent study, matching gifted students with mentors, developing residential programs, and holding regional or national academic competitions. Capitalizing on the strengths of the rural community entails creating a database of community resources, implementing oral history projects, and encouraging student involvement in community problem-solving projects. The use of available technology such as videotapes, telecommunications, videodiscs, interactive television, and

*Rural Education; Special Education; *Special Education Teachers; *Teacher Education; Teacher Shortage
IDENTIFIERS- *West Virginia

In West Virginia, an alternative special education program allows students with bachelor's degrees in fields other than education to become teachers of exceptional children. This program provides a route to certification in mental retardation, specific learning disabilities, or behavior disorders, as well as to a master's degree in special education. Developed to address a situation in which a third of the state's educators working in special education were on substandard licenses, the program differs from traditional certification in target population and length of training rather than in program content, vigor, or expected outcomes. Since the program was initiated in 1986-87, 94 students from nontraditional backgrounds have sought admission to the program and 56 have completed all certification requirements. The average student was 34 years old, had two children, and was otherwise fully employed. Alternative means of delivering coursework include faculty that travel to distant sites, audio-only and video-teleconferencing links between distant sites and professors, and flexible class meeting schedules. In addition to coursework, students must master three competency tests: the Preprofessional Skills Test, the Multi-Subject Test (grades K-8), and a test in the specialization area. Includes an outline of required coursework and other degree requirements. (SV)

ED 369 619 RC 019 589

Rodriguez, Dalinda; Tompkins, Richard
Inclusive Education for All Students.
PUB DATE- Mar 94
NOTE- 9p.; In: Montgomery, Diane, Ed. Rural Partnerships: Working Together. Proceedings of the Annual National Conference of the American Council on Rural Special Education (ACRES) (14th, Austin, Texas, March 23-26, 1994); see RC 019 557.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Administrator Role; Change Agents; *Change Strategies; *Educational Change; Educational Environment; Educational Planning; Elementary Secondary Education; *Mainstreaming; Regular and Special Education Relationship; *Staff Development; *Teacher Attitudes
IDENTIFIERS- Educational Leadership; Facilitators; Inclusive Schools; *School Culture

Current trends indicate that schools are moving toward more inclusive practices and are attempting to educate the majority of students with exceptional needs in the regular education classroom. Restructuring of schools to implement full inclusion will require that school leaders consider six factors that influence change. Creating an atmosphere and culture for change involves addressing the school's physical surroundings and structures, formal policies and rules, resources, attitudes and beliefs, and relationships. Articulating the vision emphasizes the importance of expanding support for the vision of inclusion to a broad base of parents, students, and teachers, and the role of school leaders in demonstrating their own belief in full inclusion through their actions. Planning and providing resources involves the identification, planning, and provision of time, money, building space, personnel, and other resources to appropriately educate all students in regular classrooms. Providing continuous staff development means providing all implemented full inclusion of students with disabilities at Garfield Elementary. A Regular Education Initiative Committee of district administrators, teachers, board members, parents, community representatives, and Eastern Montana College faculty met on a regular basis to study the feasibility of including students with disabilities in regular education. Subcommittees researched attitudes and awareness, needs of students, needs of teachers, implementation issues, and impact on regular education. The committee recommended inclusion in its final report to the board of education. At Garfield Elementary, all students were placed in regular classrooms, and special education teachers began collaborating with regular educators in the regular settings. Other interested schools in the district implemented inclusion on a more limited basis. Achievement test data demonstrated consistent academic gains made by regular education students. Students' progress toward IEP goals and objectives demonstrated achievement of annual goals in all but one or two cases, and phenomenal 2- to 3-year gains in several. Overall teacher attitudes tended to be neutral or slightly negative, while attitudes of teachers involved in inclusion were positive. Billings inclusion efforts are useful to rural administrators seeking guidelines for inclusion and to regular and special teachers seeking strategies for collaboration and instruction. (KS)

ED 369 637 RC 019 607

Hildreth, Bertina L; And Others
College As a Transition Option for Students with Learning Disabilities.
PUB DATE- Mar 94
NOTE- 8p.; In: Montgomery, Diane, Ed. Rural Partnerships: Working Together. Proceedings of the Annual National Conference of the American Council on Rural Special Education (ACRES) (14th, Austin, Texas, March 23-26, 1994); see RC 019 557.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *College Preparation; College Students; *Educational Resources; Higher Education; High Schools; *High School Students; *Individual Characteristics; Interpersonal Competence; *Learning Disabilities; *Rural Schools; Self Esteem
IDENTIFIERS- *Transitional Activities

Students with learning disabilities (LD) are now enrolling more frequently in higher education programs. This paper reviews the needs of college students with LD, the roles various school staff members can play in preparing students with LD to meet the demands of college, resources useful in preparing students for transition, and transition of students from secondary to postsecondary programs in rural areas. The skills needed for LD students to experience success in college are in the areas of academic skills, social skills, self-esteem, and self-help. An appropriate starting point for successful transition planning is an honest assessment by the student, parents, and teachers concerning these four skill areas. With the help of parents and counselors, LD students interested in college should discuss the demands of college, enroll in as many regular education classes as possible, internalize coping skills, and investigate programs at local colleges and universities. Helpful resources include a curriculum for transition to college, an educational planning strategy, support organizations, and various books. In rural settings, teachers generally have ample knowledge of family characteristics and resources and a more holistic view cognitive items, whereas females tended to score higher on higher cognitive items with no gender differences on middle cognitive items. A subsequent analysis revealed that this reversal was due to significant gender-reasoning level interactions for both middle- and higher-cognitive problem-solving measures. A discussion of the relationships among problem-solving abilities, cognitive styles, and the use of guided discovery within an interactive CSE instructional environment is provided. (Author/ZWH)

ED 369 657 SE 054 444

Fraser, Barry J.; And Others
Assessing the Climate of Science Laboratory Classes.
SPONS. AGENCY- Australian Dept. of Education, Canberra.
PUB DATE- May 92
NOTE- 13p.; Part of the Key Centre for School Science and Mathematics series, "What Research Says to the Science and Mathematics Teacher," No. 8. For related document, see SE 054 443.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classroom Environment; Classroom Research; Educational Research; Elementary Secondary Education; *Evaluation; Higher Education; Perception Tests; Perceptual Development; Science Education; *Science Laboratories

Recently, some researchers are considering the effects of classroom environment on student achievement and attitudes. Due to the concerted effort of a number of educators, remarkable progress has been made over the last quarter of a century in conceptualizing, assessing and researching this area of concern. However, today there is growing concern that research in science laboratories has not been comprehensive enough to make conclusions regarding the effects of the science laboratory environment on student learning. In an effort to fill this chasm in our knowledge, this document focuses on a questionnaire designed to aid teachers in assessing students' perceptions of their science laboratory environment. It is hoped that science teachers will make use of the classroom environment instrument accompanying this article to evaluate new curricula or teaching methods, and to check whether the classroom is seen differently by students of different genders, abilities, ethnic backgrounds, or other environmental influences. (ZWH)

ED 369 658 SE 054 476

Summer Science Camps Program (SSC).
PUB DATE- 94
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Day Camp Programs; Engineering Education; Junior High Schools; Mathematics Education; *Minority Group Children; Resident Camp Programs; Science Careers; *Science Instruction; Science Programs; *Summer Programs

The Summer Science Camps (SSC) Program supports residential and commuter enrichment projects for seventh through ninth grade records than nonparticipants after release? and (4) Do participants exhibit fewer disciplinary problems than nonparticipants while incarcerated? Adult education in prison could lead in two ways to a reduction in criminal behavior, to postrelease enrollment in education, to better postrelease employment history, and to fewer disciplinary problems. First, inmates could become more conscientious as a result of moral development due to exposure to the liberal arts. Second, inmates may benefit because they have better educational credentials upon release, which lead to more opportunities. The document distinguishes between academic, vocational, and social education. Some studies focus on the outcomes of participation in college education; others examine high school or below high school education. Other studies analyze the outcomes of educational programs for juveniles; some concentrate on programs for adults. The paper discusses separately the literature dealing with each of these programs. The discussion focuses on academic and vocational education for adults. The most common finding is that inmates exposed to education programs have lower recidivism rates than nonparticipants. (DK)

ED 369 678 SO 023 724

Hughes, Sarah S.
Gender at the Base of World History.
PUB DATE- 8 Jan 94
NOTE- 14p.; Paper presented at the Annual Meeting of the American Historical Association (San Francisco, CA, January 6-9, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Females; Higher Education; *Introductory Courses; Sex; Sex Differences; *Sex Role; *Thematic Approach; *World History
IDENTIFIERS- *Cultural Values

Gender, a fundamental organizing principle of human societies, should be integral to world history survey courses. Students need to learn about the various distinctions of gender that have divided the sexes throughout history. As there is little time to squeeze more explanatory factors into a world history syllabus, it is critical to establish early that discerning the social meanings of male and female is one historical theme. It is important to remind students that the course is addressing women and men whose collective activity is consequential. Teachers also must incorporate gender topics into testing. The division of labor, and student misconceptions about it, is a useful topic for gender discussion. Instructors may have to avoid unanswerable topics such as the role of the goddesses in antiquity and the origin of patriarchy. Early in the course, women may be angered and men may feel guilty about the low status of women throughout history. It is important to underscore societies in which women held high status. Furthermore, the resistance of Native American women to European oppression offers important lessons about colonialism. For any such course there are invaluable resources available. Contains 13 endnotes. (SG)

ED 369 679 SO 023 725

Sunal, Cynthia Szymanski; Vinson, Beth McCulloch
Linking Culture and Environment: What Can the Anasazi Tell Us?
PUB DATE- Nov 93
NOTE- 27p.; Paper presented at the Annual Meeting of the National

Education; Higher Education; Teacher Developed Materials
IDENTIFIERS- *IBM HANDY

This paper presents some of the results from a course in art and design. The course involved the use of simple computer programs for the arts. Attention was geared to the development of graphic components for educational software. The purpose of the course was to provide, through lectures and extensive hands on experience, a basic introduction to microcomputer based computer aided design. No prior experience with the computer was required. The course was designed to give students a foundation in computer knowledge. The course provided students with: (1) the fundamentals associated with microcomputers and operating systems using IBM PCs, XTs, and ATs; (2) the concepts associated with computer programming for graphic design; and (3) familiarity with computer graphics software, specifically Dr. Halo and HANDY. The first project described was an exploration of the use of color in design. This was a sequence of four interactive lessons on color which were designed to be used with young children. These units introduced the child to the general world of color, and what could be done with the limited range of colors in the program. The paper explains that the HANDY program provided 16 colors that could be combined in foreground as well as in background sequences. The focus of the lessons as a unit was to show what happens when colors are changed in both figure and ground. Another sequence of lessons was a program that created a series of images that were varied according to design principles and elements. (DK)

ED 369 698 SO 023 838

Visalberghi, A.
New Cultural Dimensions and New Educational Approaches: Problems and Perspectives.
PUB DATE- Sep 92
NOTE- 11p.; Paper presented at UNESCO's International Conference on Education (43rd, Geneva, Switzerland, September 14-19, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Context; Cultural Education; *Cultural Enrichment; *Cultural Influences; *Educational Development; Equal Education; *Global Approach; Higher Education; Humanitarianism; Interdisciplinary Approach; *Role of Education; Second Languages; Social Sciences
IDENTIFIERS- UNESCO

The difficulties of the role of education in promoting a culture of universal human value and effectiveness need to be considered and analyzed from a global perspective. Section 1 addresses three main problems in cultural and educational developments: (1) education for all based on local context; (2) common values identified and emphasized; and (3) social sciences role established. Section 2 discusses the interrelationship of education and culture and the cross-disciplinary sets of problems in many curriculums and programs. Section 3 suggests that two foreign languages are a reasonable goal for all. Section 4, the last section, reviews challenging features of the present world situation and provides five question to use for debates. (CK)

ED 369 699 SO 023 841

The Contribution of Education to Cultural Development.
PUB DATE- Sep 92

precivilization to the classical era. Unit 1 uses a case study to examine precivilization. In the second unit, students explore the relationship of religion to the environment with a focus on the ancient riverine civilizations of Mesopotamia and Egypt. Unit 3 investigates the ancient classical era where religion affected every aspect of life. The second semester explores religious reformations and the impact on civilizations. Unit 4 examines the ancient civilization of India and the Hindu religion. Unit 5 moves geographically along the trade route from the Indian to Chinese civilization. The last unit focuses on the birth, development and diffusion of Judaism, Christianity, and Islam. A 30-item bibliography, and references to 18 world history books and 7 articles provide supplementary reading and textbook information. (CK)

ED 369 718 SO 023 950

International Understanding at School. Bulletin No. 59-60 1991.
PUB DATE- 91
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cross Cultural Studies; Elementary Secondary Education; Foreign Countries; *Global Approach; International Communication; *International Cooperation; *International Education; International Educational Exchange; International Organizations; International Programs; *International Relations; Peace; *World Affairs
IDENTIFIERS- *Associated Schools Project; Global Education; Peace Education; *UNESCO

International understanding and peace through school education is a basic aim of the United Nations Educational, Scientific, and Cultural Organization (UNESCO) and the Associated Schools Project. The feature articles in this bulletin issue discuss declarations and statements relevant to the promotion of peace and projects for international education. The Seville Statement proposes a clarification of major scientific misconceptions to provide a solid base for education towards international understanding. The Yamoussokro Declaration defines the positive content of peace, identifies promising fields for peace, and outlines a program for peace. The Montevideo Declaration reaffirms the importance of democracy and recommends states and relevant organizations commit to promoting democracy. The Paris Statement discusses international assistance in the fields of education and training in non-racial, democratic, post-apartheid South Africa. The four other articles discuss international education projects on the promotion of peace, literacy, and the environment. The special events section focuses on events in Belarus, Chad, Germany, Greece, Togo, and Venezuela and issues surrounding international education at school. The section on new initiative provides an overview on the national coordinator of the Associated Schools Project, on World AIDS Day, and text to illustrate the absurdity of some conflicts. Twenty-seven countries report activities in associated schools. Descriptions of 12 publications related to international education follow the report. (CK)

ED 369 719 SO 023 968

Yates, Lyn
The Education of Girls: Policy, Research and the Question of Gender. Australian Education Review No. 35.

qualities and support, African-Americans and other ethnic minorities in physical education, sport, and exercise have an even greater need. (JDD)

ED 369 738 SP 035 159

Langsner, Stephen J.
Deterrents to Participation in Continuing Professional Education and Implications for Future Educational Program Planning.
PUB DATE- 16 Apr 94
NOTE- 23p.; Paper presented at the Annual Meeting of the American Alliance of Health, Physical Education, Recreation and Dance (Denver, CO, April 12-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Influences; National Surveys; *Participation; Postsecondary Education; Professional Associations; *Professional Continuing Education; Staff Development; *Therapeutic Recreation
IDENTIFIERS- *Constraints

A survey was conducted of 338 professional members of the National Therapeutic Recreation Society (NTRS) to identify deterrents to participation in continuing professional education. The four top ranked factors in deterring participation were cost, work constraints, lack of quality, and lack of benefit, followed by family constraints and disengagement (i.e., level of orientation toward the desirability and importance of learning). These factors are thought to be within the direct control of program planners. Suggestions are offered for improving participation, by lowering program fees, making available financial aid or scholarships, incorporating delayed or installment payment systems, offering varied and flexible scheduling, implementing distance learning, making provisions for self-pacing, conducting an educational needs assessment of NTRS members, and creating awareness-oriented promotions. (Contains 50 references.) (JDD)

ED 369 739 SP 035 161

AIDS Administration Public and Professional Education and Training Programs. 1992 Annual Report to the Governor and General Assembly of Maryland.
PUB DATE- Jul 93
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adult Education; *Disease Control; *Educational Practices; Government Role; *Health Education; Health Promotion; Postsecondary Education; Preventive Medicine; Program Administration; Program Implementation; Secondary Education; *State Agencies; State Government; State Legislation; State Programs
IDENTIFIERS- *Maryland

This report discusses the 1992 educational efforts of Maryland's Department of Health and Mental Hygiene relating to Acquired Immune Deficiency Syndrome (AIDS). The state agency's strategy is coordinated by the AIDS Administration and is designed to educate key people--including designated trainers, health care providers, and peer leaders--who can assist in the task of

*Furniture Arrangement; *Interaction; Junior High Schools; Secondary School Teachers; *Teacher Behavior; Teacher Student Relationship; Verbal Communication

This study evaluated 90 junior high level public school teachers' interactive verbal behavior in response to three seating arrangements (row, herringbone, and u-shaped) across four dimensions: frequency of indirect teacher talk, frequency of direct teacher talk, frequency of student talk, and silence or confusion. Results indicate that: (1) teachers using either u-shaped or herringbone seating engaged in more interactive verbal behaviors than those in traditional row seating; (2) alternative seating arrangements had the most effect on the dimensions of indirect teacher talk (accepts feelings, praises or encourages, accepts or uses ideas of students, asks questions, and answers student questions) and student talk (teacher-initiated teacher talk, student questions, and student-initiated student talk); and (3) alternative seating arrangements enabled teachers to use interactive verbal behaviors in ways that made their lesson presentation more active and collaborative among students. The study concludes that other factors such as the teacher's enthusiasm, energy, and personality may be more of a factor when examining interactive verbal behavior than seating arrangement alone, and that teachers who alternate their existing row seating arrangements may effectively enhance their instructional dialectic in all dimensions. Appendixes present categories of interactive verbal behavior, diagrams of seating arrangements, and statistical data from the study. (Contains 60 references.) (JDD)

ED 369 758 SP 035 203

Demonstrated Competency and Subject-Specific Endorsement Guidelines.
PUB DATE- Nov 90
NOTE- 54p.; Original pagination uses odd numbers (on recto side) only.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Records; Guidelines; Inservice Teacher Education; *Intellectual Disciplines; Intermediate Grades; Junior High Schools; Rural Schools; Secondary Education; *Secondary School Teachers; Specialization; State Legislation; State Standards; *Teacher Certification; *Teacher Competency Testing; *Teacher Placement; Teacher Qualifications
IDENTIFIERS- *Utah State Board of Education

In 1986, the Utah State Board of Education approved a policy of subject specific certification for all secondary and most middle level teachers in the expectation they will hold an endorsement in any subject they are assigned to teach. To assure quality teaching and at the same time provide for a variety of certification options, the Board approved the following routes through which the underprepared teacher could receive the appropriate endorsement: (1) completion of a major, minor, or composite in the subject area corresponding to their assignment, (2) completion of a State Board approved inservice program; or (3) demonstration of competency in the subject matter area. This report lists the procedures required to obtain a subject matter endorsement and includes: a policy statement on appropriate assignment of teachers; a memo to teachers outlining demonstrated competencies and lines of evidence; curriculum certification information; a list of

Walking" is D.U.C.K. Walking. An aerobic walking activity, D.U.C.K. Walking has two major goals: (1) to promote regular walking as a way to exercise at any age; and (2) to emphasize that good health begins with the help of family, friends, and school. Included in this manual are hints for the implementation and maintenance of a schoolwide walking program. Sample lesson plans provide guidance for 30 weeks of walking each year. In Level 1, classes accumulate "class miles" each week as they study about fitness walking. In Level 2, classes may relate the week's "class miles" to an imaginary tour of South Carolina. Further, students may relate imaginary tours to existing field trips and family trips. Level 3, "Going the Extra Mile," is an integrated approach to health, social studies, mathematics, language arts, science, physical education, and fine arts. Bulletin board hints, a sample recording sheet, examples of "extra mile" topics, "D.U.C.K. Call" (a sample newsletter), school and family walking activities, and family D.U.C.K. walks are appended. (Contains approximately 80 references.) (LL)

ED 369 777 SP 035 237

Greeley, Sheila
S.T.A.R. Junior First Aid. An Easy-To-Read Manual for Children and Adults. Revised Edition.
PUB DATE- 92
NOTE- 44p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accident Prevention; Children; Elementary Education; *First Aid; *Health Education; Health Promotion; Interaction; *Learning Strategies; Parent Participation; *Safety Education; *Skill Development; Student Role; Teacher Participation; Teaching Methods

This book, stressing safety and prevention of accidents, is designed for children and adults to read together. Each chapter uses a Stop, Think, Act, and Remember (S.T.A.R.) formula to guide children through common situations that require first aid skills. Each first aid topic begins by presenting one or more problem situations that are solved by reading and discussing the chapter. Each chapter contains a reminder for children to notify an adult about any unusual incident and teaches them how to reach an adult for support during these unexpected events. New skills are reinforced through role playing and repetition of the S.T.A.R. formula. The guide covers the following topics: (1) the choking person (conscious); (2) the unconscious person; (3) electric shock; (4) falls and broken bones; (5) clothes on fire; (6) burns; (7) poisonings; (8) cuts, bumps, and bloody noses; (9) something in the eye; and (10) a knocked-out tooth. An activities chapter provides instructions for assembling a small first aid kit, fill-in-the-blank and multiple choice test questions (answer key included), a S.T.A.R. Emergency Card that provides a place for children to list important names and telephone numbers, and a Certificate of Merit to be awarded to each child who has studied this book. A glossary is provided at the end of the manual. (LL)

ED 369 778 SP 035 241

Johnson, David W.; Johnson, Roger T.

and an index of the institutions where the awards are held. Information concerning each award includes the number available, its value, duration, eligibility, closing date for applications, whether a service contract exists, and where further information about the award can be obtained. (GLR)

ED 369 333 HE 027 372

Roodt, J., Comp.; And Others
Art, Music, and Design. Financial Assistance for Study after Standard 10.
PUB DATE- 93
NOTE- 41p.; For related documents, see HE 027 368-377.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Degrees (Academic); Design; Eligibility; Fellowships; *Fine Arts; Foreign Countries; Graduate Study; Grants; Higher Education; Music Education; Postsecondary Education; *Scholarships; *Student Financial Aid; *Student Loan Programs; Undergraduate Study
IDENTIFIERS- *South Africa

This guide, the fourth in a set of nine, presents a summary of financial assistance available to students of art, music, and design for obtaining a certificate, diploma, or degree after Standard 10 at a university, college, or technikon located in South Africa. The bursaries, loans, and other forms of financial aid appear under the heading "Awards" and are arranged in alphabetical order and then numbered. The book is divided into two main parts: "First Diplomas and Bachelor's Degrees"; and "Advanced Diplomas and Postgraduate Degrees." Under each main part are listed an index of fields of study for which an award is available, a list of the awards themselves, and an index of the institutions where the awards are held. Information concerning each award includes the number available, its value, duration, eligibility, closing date for applications, whether a service contract exists, and where further information about the award can be obtained. (GLR)

ED 369 334 HE 027 373

Roodt, J., Comp.; And Others
Human Sciences, Languages, and Education. Financial Assistance for Study after Standard 10.
PUB DATE- 93
NOTE- 92p.; For related documents, see HE 027 368-377.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Degrees (Academic); Eligibility; Fellowships; Foreign Countries; *General Education; Graduate Study; Grants; Higher Education; Linguistics; Postsecondary Education; Professional Education; *Scholarships; Second Language Learning; Social Sciences; *Student Financial Aid; *Student Loan Programs; Teacher Education; Undergraduate Study
IDENTIFIERS- *South Africa

This guide, the fifth in a set of nine, presents a summary of financial assistance available to students of human sciences, languages, and education for obtaining a certificate, diploma, or degree after Standard 10 at a university, college, or technikon located in South Africa. The bursaries, loans, and other forms of financial aid appear under the heading "Awards" and are arranged in alphabetical order and then numbered. The book is divided into two main parts: "First Diplomas and sexual assault. The sixth issue looks again at sexual assault and litigation and events around the nation. The seventh issue leads with news on women in athletics. The eighth issue addresses Title IX compliance. (JB)

ED 369 353 HE 027 392

Historically Black Colleges and Universities Historic Building
  Restoration and Preservation Act. Report Together with
  Dissenting Views To Accompany H.R. 2921 . House of
  Representatives, 103D Congress, 1st Session.
PUB DATE- 20 Nov 93
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Black Colleges; Educational Facilities; *Facility
  Improvement; Federal Aid; *Federal Legislation; Financial
  Support; Higher Education
IDENTIFIERS- Congress 103rd; *Historical Preservation; *Historic
  Sites

This report presents evaluations of proposed federal legislation to provide financial support for the restoration and preservation of historic buildings on the campuses of historically black colleges and universities (HBCUs). The legislation enables money already appropriated to be spent on projects at HCBUs. First, the text of modifications to the bill, H.R. 2921, is presented. Next, a brief overview looks at the bill's aims, background of the legislation, and the need for it. A detailed section-by-section analysis is then provided. The 12 specific projects slated for assistance are identified. These are at the following institutions: Fisk University (Tennessee); Morris Brown College (Georgia); Shaw University (North Carolina); Savannah State College (Georgia); St. Augustine's College (North Carolina); Tougaloo College (Mississippi); Bethune-Cookman College (Florida); Morehouse College (Georgia); Howard University (District of Columbia); Hampton University (Virginia); Spelman College (Georgia); and Delaware State College. Other evaluations note legislative history and committee recommendations following hearings (favorably recommended); changes in existing law (none would be required); inflationary impact, cost and budget compliance (no inflationary impact, no significant costs); and oversight statement. A dissenting view statement is appended signed by eight representatives which supports the importance of the projects but argues that current fiscal pressures should not permit this authorization now. (JB)

ED 369 354 HE 027 393

Hunter, Moira, Ed.
Awards for University Teachers and Research Workers 1994-96. ACU
  Awards Series.
PUB DATE- 94
NOTE- 352p.; For a related document, see HE 027 394.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Art; College Faculty; *Faculty Fellowships;
  Financial Support; Foreign Countries; Grants; Higher Education;
  Medicine; *Program Descriptions; Research; Sciences; Social
  Sciences; Technology; Veterinary Medicine
IDENTIFIERS- *Commonwealth of Nations

This is the 11th edition of a directory to funding sources for

Mexico, February 14, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Community Colleges; Ethnicity; Faculty Workload; Higher Education; *Organizational Climate; *Prevention; Quality of Working Life; *Social Influences; Stress Management; *Stress Variables; *Teacher Burnout; Teacher Morale; Teaching Conditions; Work Environment

This paper examines the stressors that contribute to burnout occurring among community college faculty and the methods that can be used for alleviating its development. Contributors of burnout stressors are discussed from both the societal and system levels as well as those stemming from gender, ethnicity, and length of service. In addition, research is explored concerning the contagious dimension of burnout on the institution. The paper concludes with suggestions for alleviating burnout that include (1) reducing faculty-student ratios, (2) giving faculty more opportunities for other professionally linked activities, (3) developing better administration/teacher relationships, (4) reducing paperwork requirements and unnecessarily complicated work procedures, (5) creating more interesting and comfortable work environments, (6) placing individual needs on a par with institutional needs, and (7) rewarding faculty for scholarship and career development as well as encouraging creativity. The purpose of these suggestions is to reengage faculty in the educational process and to assist them in overcoming the powerlessness, meaninglessness, or isolating conditions that can affect them. Contains 34 references. (GLR)

ED 369 374 HE 027 414

Renegar, Sandra L.
Writing for Publication: Are Junior Faculty Prepared?
PUB DATE- 93
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - General (140)
DESCRIPTORS- *College Faculty; Faculty Promotion; *Faculty Publishing; Higher Education; *Professional Development; Publish or Perish Issue; Surveys; Writing Ability; *Writing for Publication; *Writing Skills
IDENTIFIERS- *Assistant Professors; *Faculty Research

This paper discusses survey results from 68 assistant professors concerning the following areas: (1) their experiences with the promotion process; (2) the state of the respondents' publication writing skills; (3) their publication records; and (4) the nature of institutional support. Nearly two-thirds of the respondents did not consider the professional publication process a deterrent to pursuing promotion. On a Likert scale from 1, meaning not at all prepared, to 5 for very well prepared, approximately 40 percent rated their present preparation at 4 or above; 60 percent rated it a 3 or below. Forty of the 68 assistant professors reported their terminal degree program provided no training specifically designed to develop publication skills. Regardless of their perceived writing skills, 58 percent of those surveyed are engaged in some form of research that they anticipate will lead to publication. Results from this survey suggest that graduate

covered are the project description; the specific grant components; a literature review; the evaluation plan; the data collection strategies; the summary of findings by evaluation questions (both the processes and the outcomes); and conclusions and recommendations. (Contains 8 references.) (JLB)

ED 369 393 IR 054 782

EPIEgram: The Newsletter of Systemic Change, 1992-1993.
PUB DATE- 93
NOTE- 146p.; For the 1991-1992 issue, see ED 353 959.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Collected Works - Serials (022)
DESCRIPTORS- Computer Networks; Computer Software Evaluation; *Courseware; Educational Change; Educational Innovation; Educational Resources; *Educational Technology; Elementary Secondary Education; Ethics; Hypermedia; Information Networks; Multimedia Instruction; Research and Development
IDENTIFIERS- Information Age; Information Infrastructure

The EPIEgram newsletter contains information about educational materials and technology for elementary secondary education. In addition to the continuing feature, "The Educational Software Selector" (TESS), the nine issues contain articles on evaluating educational technology; school reform; publishing; multimedia; hypermedia; the information superhighway; the national information infrastructure; educational ethics; and computer networks. (JLB)

ED 369 394 IR 054 957

Klatt, Carolyn; Hindmarsh, Doug
Family Literacy. Information Forum Publication #5.
PUB DATE- Jun 93
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Literacy; *Childrens Libraries; *Family Programs; Financial Support; Intergenerational Programs; Library Services; *Literacy Education; Outreach Programs; Program Development; Public Libraries; *Reading Programs; Story Reading; Story Telling; Workshops
IDENTIFIERS- *Family Literacy; Library Services and Construction Act; *Utah

In the most general sense, family literacy is any intergenerational program that focuses on family reading. One of the important goals is to break the cycle of illiteracy, and another is to promote reading and encourage families to enrich their lives through the shared experience of reading. The Utah State Library has offered literacy grants with Library Services and Construction Act Title I funds since 1985, targeting adult literacy programs. These funds could also be used for family literacy programs. A sampling is presented of the kinds of projects public libraries have already undertaken to further family literacy. These include: (1) a "Babies and Books" program to make parents aware of the importance of reading to their children, (2) literacy kits for children and adults, (3) programs aimed at adults, (4) storytimes, (5) storytelling, (6) book talks, (7) workshops for older children, (8) building on adult literacy programs, (9) outreach to other agencies, (10) festivals, (11) promotionals, and (12) purchasing materials. (Contains 6 references.) (SLD)

Formation; *Preservation; Universities
IDENTIFIERS- *Commission on Preservation and Access; *Digital Imagery; Information Age; Information Infrastructure

The development of the National Information Infrastructure (NII) and the growing use of the Internet are creating a rapidly-changing environment for collaborative preservation and access. Within this environment, the Digital Preservation Consortium (DPC) seeks to advance the use and utility of digital technology for the preservation of and access to library materials by fostering the needed infrastructure. Some of the goals of the DPC are to verify and monitor the usefulness of digital imagery for preservation and access; to define and promote shared methods and standards for the production, storage, and distribution of digital images; to enlarge the base of materials preserved in digital image form; and to develop and maintain reliable and affordable mechanisms to gain access to digital image documents. Given its mission and goals for action the document concludes that the DPC needs to establish a formal constitution with defined criteria for membership and an internal organization that can sustain itself in the execution of its mission and goals. (JLB)

ED 369 414   IR 054 994

Graham, Peter S.
Intellectual Preservation: Electronic Preservation of the Third Kind.
PUB DATE- Mar 94
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Information; *Electronic Publishing; Information Dissemination; Information Networks; *Integrity; *Intellectual Property; *Preservation; Technological Advancement; Telecommunications
IDENTIFIERS- *Authenticity; Commission on Preservation and Access; Digital Imagery; Information Age

This paper discusses the need for intellectual preservation which addresses the integrity and authenticity of information as originally recorded. This need arises with the advent of digital information where an identical copy can be quickly made with an undetectable change. The problem which confronts any user of an electronic document is how the reader can be sure that the document being used is the one intended. There are three possibilities of change in electronic texts: accidental change, intended change that is well-meant, and fraudulent change. The report identifies the potential solution for intellectual preservation as digital time-stamping which calls upon the technique of hashing and the concept of the "widely witnessed event." Regardless of what solution is used, libraries must identify some method to ensure the authenticity of electronic resources. (JLB)

ED 369 415   IR 054 998

From Library Skills to Information Literacy: A Handbook for the 21st Century.
PUB DATE- 94
NOTE- 167p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For

tolerated in male than female presidents. Presidential leadership styles did not fall into gender patterns, although women were more likely to have a participatory style. The most successful presidents blended traditionally male and female traits. The study concludes that although stereotyping of female leaders persists, it is the individual's personality and training that determines leadership style. (KP)

ED 369 432 JC 940 255

Lorenzo, Albert L.; LeCroy, Nancy Armes
A Framework for Fundamental Change in the Community College: Creating a Culture of Responsiveness.
PUB DATE- 94
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Attitude Change; *Change Strategies; College Planning; College Role; *Community Colleges; *Educational Change; Educational Theories; *Futures (of Society); *Institutional Mission; *Organizational Change; Social Change; Technological Advancement; Two Year Colleges
IDENTIFIERS- *Information Age

Based on the assumption that the agenda for the nation's community colleges must change in fundamental ways to be able to respond to the emerging expectations of the Information Age, this monograph describes a comprehensive framework for reinventing the core elements of institutional life. Following an introduction, the basic suppositions underlying the framework are reviewed, including the notion that the colleges need fundamental, rather than incremental, change; that fundamental change is necessary when solutions available from institutions are inadequate for society's problems; that new skills and talents are required to resolve current problems; and that the overall goal for colleges is to relate a comprehensive mission to societal circumstances. Next, the following 10 elements of a framework for fundamentally changing the community college agenda are described: (1) think holistically, setting priorities based on community needs, college needs, unit needs, and then staff needs; (2) streamline governance to improve the pace of decision making; (3) redefine roles and redesign work by exploring the strategies of faculty specialization, adaptability, cross functionality, or the use of part-time personnel; (4) diversify funding; (5) provide more options to communities through the use of customized contract programs; (6) assure relevancy of programs and curricula; (7) apply new technology to teaching and learning; (8) cultivate new intra- and inter-institutional relationships; (9) change success criteria from input measures to actual outcomes; and (10) facilitate continuous learning. Includes six scenarios of college planning to encourage discussion of framework elements. A list of individuals interviewed in the development of the framework is appended. (KP)

ED 369 433 JC 940 258

Rubi, David C.
The Impact of Rising Tuition on the Low Income and Minority Populations of Arizona.
PUB DATE- 16 May 93
NOTE- 19p.
LANGUAGE- English

credit hours that may be transferred from a community college, ranging from 54 to no maximum. Based on these findings, a 1993 recommendation by the ASBDCC's Task Force on Enrollment Growth that associate degree holders from the state's community colleges be guaranteed admission to a state public university as upper-division students was found to be consistent with national practice. (KP)

ED 369 450 JC 940 277

Fullen, Jim, Ed.
OATYC Journal, 1993-94.
PUB DATE- 93
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Classroom Techniques; College Curriculum; *College Faculty; *College Instruction; Community Colleges; Cooperative Learning; Diversity (Institutional); Educational Strategies; Instructional Innovation; Minority Groups; Student Journals; *Teaching Methods; *Two Year Colleges; Writing Across the Curriculum; *Writing Instruction
IDENTIFIERS- *Ohio

Published by the Ohio Association of Two-Year Colleges, this journal is designed to provide a medium for sharing concepts, methods, and findings relevant to the classroom, and an open forum for the discussion and review of problems. Volume XIX consists of the fall 1993 and spring 1994 issues, providing the following articles: (1) "FOCUS: Ohio University-Zanesville. The Efficiencies of a Co-Located Campus," by Verna H. Burton; (2) "Implementing TQM (Total Quality Management) in Two-Year Colleges," by George Kreps; (3) "The Dynamics of Cooperative Learning in Developmental Education: A Classroom Application--Writing," by Jean Candee and others; (4) "Faculty Peer Mentoring," by Dorothy Harnish and Lynn A. Wild; (5) "Journal Writing Across-the-Curriculum," by Allen Zimmerman and Linda Houston; (6) "Facilitating Learning through Journals," by Katherine Clark; (7) "An Assignment Worthy of Assignment," by James Badal; (8) "FOCUS: The Ohio State University at Newark--Pride in Quality Instruction," by Julius S. Greenstein; (9) "Management Project Prepares Students for the Work Place," by Darwin K. Smith; (10) "Minority Student Opinion in Three Northwestern Ohio Two-Year Colleges: Who Are They and How Do They Feel about Their Current College Experience?" by Gwendolyn Jones and others; (11) "Dynamics of Diversity in the Teaching-Learning Process: A Faculty Development Model for Analysis and Action," by Linda S. Marchesani and Maurianne Adams; and (12) "Classroom Pizzazz," by Susan M. Leininger. Each issue contains articles by two or more educators representing conflicting positions on selected issues; this volume addresses the effectiveness of the transfer module and the effect of mandatory outcomes assessment on educational quality. Letters reacting to previously appearing articles are included. (BCY)

ED 369 451 JC 940 278

Leitzel, Thomas C.; Vogler, Daniel E.
The Virtual Curriculum: Computer-Assisted Curriculum Development.
PUB DATE- Mar 94
NOTE- 16p.; Paper based on a presentation at the Annual Conference on Workforce Training of the League for Innovation in the Community College (2nd, New Orleans, LA, January 30-February 2, 1994).

work; (5) the median monthly salary reported by employed graduates was between $2,000 and $2,499; (6) for respondents continuing their education, the most common transfer programs were business/business administration, accounting, engineering, and management; (7) 28% of all the respondents had earned Bachelor's or Master's Degrees; and (8) 95% of the respondents indicated that they would recommend the courses they completed at MCC to others. The survey instrument is appended. (KP)

ED 369 468   JC 940 304

Adams, Judith
Return Address Study Report.
PUB DATE- 7 Dec 93
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Data Analysis; Databases; *Data Collection; *Data Interpretation; *Mail Surveys; *Research Design; *Response Rates (Questionnaires); *Student Behavior; Two Year Colleges; Two Year College Students
IDENTIFIERS- Macomb Community College MI

A study was conducted at Macomb Community College (MCC), in Warren, Michigan, to determine whether respondents to studies would be as likely to include their return addresses on business reply envelopes if there were no lines designating the return address's proper placement. From October 25 through November 18, 1993, 23 mailings were conducted using return envelopes with lines for return addresses and envelopes without lines. Envelopes were bundled by the date they were received and counted into four categories: lined with addresses, lined without addresses, unlined with addresses, unlined without addresses. Of the 1,646 lined and unlined envelopes received during the 16 day study period, a total of 56% (n=919) had return addresses. The lined reply envelopes produced a return address rate of 71% (898 out of 1,267 lined envelopes), while only 5% (21 out of 369) of unlined envelopes had return addresses. Of the 919 envelopes with return addresses, 24% (n=218) were changes of the address that appeared on the survey label. Because it is the ancillary function of the Research and Evaluation department to keep MCC's student database current, the conclusion was reached that business return envelopes should contain lines for return addresses. By changing addresses based on return address information, MCC saves time and money by not mailing to incorrect addresses. (MAB)

ED 369 469   JC 940 305

Adams, Judith
Three Years after Graduation: Survey of 1990-91 Graduates and Certificate Holders.
PUB DATE- 15 Dec 93
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Transfer Students; Community Colleges; *Education Work Relationship; *Followup Studies; *Graduate Surveys; *Outcomes of Education; *Participant Satisfaction; Salaries; Student Attitudes; Student Characteristics; Two Year Colleges; Two Year College Students

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; Children; *Computer Science Education; *Cooperative Learning; Elementary Education; Foreign Countries; *Intervention; Sex Bias; *Sex Fairness; *Sex Stereotypes

A study was conducted to explore the way that gender bias operates with 9- and 10-year-olds, and to propose ways in which gender equality and cooperation may be promoted through classroom interventions. Groupwork with computers was the curriculum area selected for study because computers are a symbol not just of technological progress, but of male power. The research was conducted in two stages. The first stage was a pilot study during which research techniques were tested and data analysis informed the development of intervention strategies to promote equal opportunity for males and females. These strategies were implemented in the second stage, with a different teacher who had much greater interest in gender issues. Observation and interviews were the main methods of data collection in both studies. The study concluded that collaborative group work is in itself an effective way of encouraging equal opportunities, if children, and especially boys, are encouraged to focus on their partners as well as the task. The problems of differential achievement of females and males, and working class and middle class children were addressed in the study, along with the issues of conflict, competition, interest, role models, and teacher intervention. (AC)

ED 369 487 PS 021 951

Broussard, Anne M.
Child Care Project. Annual Report.
PUB DATE- Oct 91
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Community Action; *Day Care; *Day Care Centers; Early Childhood Education; *Employer Supported Day Care; *Financial Support; Local Government; Local Issues; Needs Assessment; Small Businesses; *Supply and Demand
IDENTIFIERS- *California (Pasadena)

The Child Care Coalition has been monitoring the number of high-quality, safe, accessible, and affordable child care spaces in Pasadena, California, since 1989. In addition, the Coalition has worked to expand the availability of child care through such programs as the Northwest Child Care Trust Fund Loan Program, which offers loans to child care providers at a 5% interest rate; the Stone Soup Project, an after-school program offered at four elementary schools; the Model Employer program, which focuses on issues including maternity and parental leave, subsidized child care, and parent education; and individual assistance. This collection of materials about child care in Pasadena includes: (1) an annual report covering Child Care Coalition activities in 1991 and a brief report on alternatives for voluntary contributions to child care; (2) a report by the Child Care Project entitled "Child Care Needs Assessment for the City of Pasadena," which documents shortfalls in available child care for infants/toddlers, preschool children, and school-age children; (3) "A Resolution of the Board of Directors of the City of Pasadena Setting Forth and Implementing the City's

Child in Crisis: A Socio-Educational Perspective." Pretoria, South Africa, Van Schaik Ltd., 1993.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Blacks; Day Care; Demography; Early Childhood Education; Early Intervention; *Educational Change; Educational Environment; Educational Research; *Equal Education; Foreign Countries; Government Role; *Preschool Education; *Program Development; Racial Bias; Social Action; Young Children
IDENTIFIERS- *Educare; *South Africa

This essay examines the provision of early childhood education and care (educare) for black preschool children in South Africa. After a brief introduction, the essay outlines the demographics of and government role in preschool education. The social and environmental context of black preschool children in South Africa, along with the educational implications of this context, are then discussed. Arguments for the adoption of early childhood educare intervention programs, and the dynamics of possible programs, are considered. The effects of early educare programs on young children are also highlighted. Finally, the major components of the preschool learning environment (play areas, daily schedules, instructional materials, teachers and staff, and parent/community involvement) are presented and discussed. Contains 30 references. (MDM)

ED 369 507 PS 022 106

Grassroots. Annual Report 1993.
PUB DATE- 93
NOTE- 79p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Annual Reports; Child Health; Community Programs; *Community Services; Family Programs; Foreign Countries; Illiteracy; Preschool Education; Program Descriptions; Resource Centers
IDENTIFIERS- *Educare; *South Africa

This annual report describes the programs and staff for 1993 of Grassroots Educare Trust, an organization that helps South African communities provide preschool education and health care. Contents of the report are: (1) a list of the board of trustees; (2) a message from the chairman; (3) the director's report on external efforts and internal organization; (4) a list of staff for urban and rural field services, research and resources development, finance, and administration; (5) a description of urban field services, including a food subsidy program and principals' forums; (6) a description of rural field services, including a developing regional association; (7) information on research and resources, including statistics on adult training and descriptions of illiteracy and innumeracy problems, home educare, and health educare; (8) a description of financial management of the food aid program; (9) a cartoon depiction of 23 accomplishments of the Resource center; (10) a description of the programs research and evaluation section; (11) a summary of publications and documentation; (12) an outline of the national program; (13) an overview of personnel, administration, finance, and fundraising; (14) a description of events outside Africa attended by staff; (15) a list of donors; and (16) tables of project data on locations and numbers of

This report examines the state of child care in the communities of Livermore, Pleasanton, and Dublin, California. The report's findings indicate that: (1) the area's population of young children has increased 20 percent in the last 5 years, with nearly one-third of these 20,819 children requiring paid child care; (2) although between 1988 and 1993 the gap in the need for child care was reduced 40 percent, 1,300 children were still in need of care; (3) child care referrals in 1993 increased 4 percent over previous years; (4) the number of licensed family day care providers increased 12 percent between 1989 and 1993; (5) the number of day care centers increased 27 percent between 1989 and 1993; (6) turnover of family home providers decreased 14 percent between 1988 and 1993; (7) in 1993 every elementary school in the area provided before- and after-school child care; (8) the number of providers receiving federal or state reimbursements increased 20 percent between 1988 and 1993; (9) government subsidies increased significantly over the past year; and (10) only 10 to 15 percent of eligible families in the area received child care subsidies. (MDM)

ED 369 528 PS 022 266

Ferguson, E. Elaine, Ed.
Child Care Connections-NS: Three Years of Development and Our Commitment to Children, Parents, Colleagues, and Community.
SPONS. AGENCY- Department of National Health and Welfare, Ottawa (Ontario).
PUB DATE- 94
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Codes of Ethics; *Community Information Services; *Community Organizations; *Day Care; Day Care Centers; Early Childhood Education; Foreign Countries; Newsletters; Occupational Surveys; Program Descriptions; *State Surveys; Teacher Education; Workshops
IDENTIFIERS- *Child Care Resource Centers; Nova Scotia

These three documents report on the activities of Child Care Connection-NS (CCC-NS), a service and support organization providing information and resources on the administration of child care programs to residents of Nova Scotia and Canada at large. Formed in 1989, CCC-NS has established itself as an organization that serves all sectors of the child care delivery system, including administrators, staff, child care organizations, licensers, funding bodies, boards, and caregiver trainers. The first document reports on the 3-year developmental phase of CCC-NS, during which the organization: (1) produced a newsletter; (2) completed and reported on five significant research projects; (3) presented 46 workshops on child care issues; and (4) developed a resource library with over 3,000 holdings. The second document describes the development of a draft code of ethics for Nova Scotia child care practitioners. The processes undertaken to draft this code, along with supporting documents and future recommendations, are included. The third document presents the results of a survey of 23 full-day child care centers in Nova Scotia undertaken to examine class size, wages, staff turnover, benefits, and working conditions. (MDM)

ED 369 529 PS 022 272

Early Childhood Development: The Challenge and the Opportunity.

Inclusive Education" (Michael Giangreco and others); (16) "Building Connections" (Mary Falvey and others); and (17) "Responses for Children Experiencing Behavioral and Emotional Challenges" (Richard Villa and others). The sample lesson plans are included in the first section, and references are included with each chapter. (TJQ)

ED 369 548 PS 022 315

Rasberry, Quinn
Research Summary: Year Round Schools May Not Be the Answer.
PUB DATE- Mar 94
NOTE- 18p.; Papers presented at the Conference for Private Child Care Centers and Preschools (Orlando, FL, March 11-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Administrator Attitudes; *Cost Effectiveness; *Educational Attitudes; Educational Change; *Educational Research; Elementary Secondary Education; *Extended School Year; Parent Attitudes; Teacher Attitudes
IDENTIFIERS- *Year Round Programs

These two papers review research on year-round elementary and secondary school, noting that although proponents of year-round schooling emphasize cost savings, student achievement gains, and increased attendance, many studies and reports contradict these claims. Most of the studies reviewed found no significant increase in the educational benefits of year-round calendars. The first paper discusses quality and claims of relieving overcrowding in year round schools. It is observed that year-round schooling costs more than traditional schooling, and that other disadvantages of year-round schools include difficulties posed for teachers and families, administrative difficulties, prohibiting teachers' professional development, and negative effects on community businesses. Many districts that implemented year-round school calendars found that parents complained of family disruption, and teachers and administrators complained of overwork. The bulk of the second paper consists of quotations and excerpts from research and newspaper reports in 26 states that have debated the concept of year-round schools. (MDM)

ED 369 549 PS 022 317

Directory of Child-to-Child Activities Worldwide.
PUB DATE- Jun 93
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Child Health; Children; *Health Education; *Health Promotion; International Programs; Learning Activities; Program Descriptions
IDENTIFIERS- *Child to Child Program

Child-to-Child ideas and activities represent an approach to health education. Not an alternative program but instead a component of other programs, Child-to-Child emphasizes the role of children as partners within families and communities in promoting better health practices and promotes Child-to-Child activities. This booklet describes approximately 200 known Child-to-Child activities in over 70 countries and lists

(16) Making Judgments. Each chapter includes lists of objectives, specific skills, and pitfalls to avoid, as well as a summary, discussion questions, and field assignments. Six appendixes contain the National Association for the Education of Young Children Code of Ethical Conduct; friendship terms, facts, and principles; helping terms, facts and principles; cooperating terms, facts, and principles; organizations that address child abuse; and personal safety terms, facts, and principles. (HTH)

ED 369 568   PS 022 384

Gerry, Martin H.
A Joint Enterprise with America's Families To Ensure Student Success.
PUB DATE- 93
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; *At Risk Persons; Change Strategies; Community Services; *Cooperation; Daily Living Skills; *Family Programs; Job Skills; *Organizational Change; Poverty Programs; Public Policy; *Social Services; State Agencies
IDENTIFIERS- *Integrated Services

This report explores ways to implement ideas outlined by the Council of Chief State School Officers (CCSSO) in a November 1992 policy statement. The CCSSO statement called for joint action by state and local agencies to prepare students for productive employment, healthful lifestyles, knowledgeable and contributing citizenship, strong family formation, and other adult responsibilities. This report maintains that these goals cannot be achieved without a major overhaul of children and family services at the state and local level to make these services comprehensive and fully integrated. Any comprehensive system must focus on: (1) a structure of service integration; (2) a joint-enterprise type of collaboration among professionals and families; (3) a universal, neighborhood-based approach to service provision; (4) a holistic, family-centered, and multi-generational strategy; and (5) an enabling, responsive, and outcome-accountable management style. Two appendixes discuss the funding of various human services agencies and facts about children in poverty. (MDM)

ED 369 569   PS 022 388

Social Skills Diagnostic Screen Administration Manual.
SPONS. AGENCY- Alberta Dept. of Education, Edmonton.
PUB DATE- 93
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Check Lists; Diagnostic Tests; Elementary Education; *Elementary School Students; Foreign Countries; *Interpersonal Competence; Scoring; Screening Tests; *Social Behavior; Social Development; *Student Evaluation; Test Construction
IDENTIFIERS- *Fort McMurray School District AB; *Social Skills

relevant to outdoor activities. By the year 2025, the percentage of the U.S. population composed of nonwhite groups will increase from 20 percent to 35 percent. Currently, the majority of anglers and hunters are white males. Wildlife agencies, sportsmen's organizations, and conservation groups need to reach out to populations traditionally not targeted through their programs. Multiculturalism offers a unique opportunity to promote hunting, fishing, and trapping. Strategies include seeking out multicultural audiences when discussing or promoting outdoor activities, eliminating physical and attitudinal barriers, advancing accessibility of the outdoors to all groups, avoiding pitfalls such as biased thinking and tokenism, and using person-first terminology when describing multicultural groups. Outdoor educators can incorporate a multicultural approach and promote the exploration of traditions as a means of finding a common ground among cultures. Contains figures illustrating population trends and percentages of participants in fishing by race and ethnicity. (LP)

ED 369 585 RC 019 552

Reyhner, Jon
American Indian/Alaska Native Education. Fastback No. 367.
PUB DATE- 94
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Alaska Natives; American Indian Culture; *American Indian Education; American Indian History; American Indians; Bilingual Education; *Cross Cultural Training; *Educational Objectives; Elementary Secondary Education; Higher Education; Self Determination; Teacher Education; *Teaching Methods; *Tribally Controlled Education
IDENTIFIERS- *Indian Nations At Risk Task Force

Historically, efforts to educate American Indians have focused on "civilizing" and assimilating Indians into White society. During the early 1970s, Congress passed legislation encouraging self-determination of tribes in educational matters. Despite changes brought about by the Self-Determination Act, testimony at Indian Nations at Risk Task Force hearings in 1990 and 1991 indicated many Native students still attend schools that fail to promote appropriate academic, social, cultural, and spiritual development. They also found that schools that respect and support students' language and culture are significantly more successful in educating those students. Training for teachers of Native students should cover the sociocultural and historical foundations of Indian education, instructional methods and styles suitable to Native students, bilingual and English as a Second Language methods, culturally relevant curriculum, and whole language and whole math approaches. The Task Force declared four national priorities: (1) developing parent-based and culturally, linguistically, and developmentally appropriate early childhood education; (2) making the promotion of students' language and culture a responsibility of the school; (3) training more Native teachers; and (4) strengthening tribal colleges. In addition, they adopted 10 national Indian education goals addressing such things as literacy; achievement; graduation rates; adult education; and parental, community, and tribal partnerships. (KS)

ED 369 586 RC 019 553

distance learning programs can alleviate the isolation of rural schools. Equally important is the need for teachers of gifted students to develop a professional network to provide support to their programs, and to have opportunities to receive ongoing training through regional workshops, summer institutes, distance learning, and correspondence courses. School districts and individual teachers of the gifted need encouragement and professional networking to locate solutions that are best for their local communities. (LP)

ED 369 602 RC 019 572

Schenck, Rosalie; And Others
Fetal Alcohol Syndrome (FAS), Fetal Alcohol Effects (FAE): Implications For Rural Classrooms.
PUB DATE- Mar 94
NOTE- 17p.; In: Montgomery, Diane, Ed. Rural Partnerships: Working Together. Proceedings of the Annual National Conference of the American Council on Rural Special Education (ACRES) (14th, Austin, Texas, March 23-26, 1994); see RC 019 557.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Alcohol Abuse; Alcohol Education; Behavior Problems; *Child Development; Child Health; *Educational Strategies; Elementary Secondary Education; *Fetal Alcohol Syndrome; Intervention; Learning Disabilities; Neurological Impairments; *Prenatal Influences; Research Needs; *Rural Education

This report reviews literature on the effects of maternal alcohol consumption on the fetus and the resulting impact on the learning abilities and behavior of children born with fetal alcohol syndrome (FAS). Recent reports indicate that an estimated 73 percent of infants are exposed to alcohol before birth, resulting in varying degrees of learning disabilities, developmental delays, and behavior problems that have a lifelong impact on the child's ability to learn and socialize with peers. Specifically, this report examines alcohol and substance abuse in rural communities; the developmental stages of children with FAS or fetal alcohol effect; terminology used in describing, defining, or explaining the effects of alcohol on learning and behavior; teaching and classroom management strategies for working with rural FAS students; differences between students whose primary behavioral disturbance is chemically related and those with an emotional disturbance; and descriptions of current programs and strategies for substance abuse intervention/prevention in youth and adolescent populations. Strategies and recommendations focus on overcoming limitations in rural communities due to time and distance as well as lack of financial resources. Also discusses recommendations for further research in rural communities. Contains 45 references. (LP)

ED 369 603 RC 019 573

Ludlow, Barbara L.; Wienke, Wilfred D.
Alternative Certification in Special Education: A Qualitative Study of Two Models.
PUB DATE- Mar 94
NOTE- 9p.; In: Montgomery, Diane, Ed. Rural Partnerships: Working Together. Proceedings of the Annual National Conference of the American Council on Rural Special Education (ACRES) (14th, Austin, Texas, March 23-26, 1994); see RC 019 557.

constituents with the knowledge and skills necessary for successful implementation of full inclusion. Evaluation includes regular monitoring and assessment of progress toward full inclusion. The final factor, providing continuous assistance, requires that resources and staff development are more than one-shot events and include ongoing coaching and support. (SV)

ED 369 620 RC 019 590

Elrod, G. Franklin; And Others
Infusing Rural School-Community Partnerships into Transition Components of Individualized Education Plans: Processes and Outcomes.
PUB DATE- Mar 94
NOTE- 9p.; In: Montgomery, Diane, Ed. Rural Partnerships: Working Together. Proceedings of the Annual National Conference of the American Council on Rural Special Education (ACRES) (14th, Austin, Texas, March 23-26, 1994); see RC 019 557.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Cooperative Programs; Disabilities; Education Work Relationship; Elementary Secondary Education; *Individualized Education Programs; *Partnerships in Education; Rural Areas; *Rural Education; *School Community Relationship; *Special Education; *Transitional Programs

During the 1980s, school-community partnerships increased nationwide, prompted by diminishing federal and state financial support for education, increasing numbers of at-risk students, and initiatives promoting local decision-making. Numerous examples in the literature portray partnerships involving "adoption" of schools by businesses, school use of mentors or volunteers, provision of financial incentives to students, and school-to-work transition. However, most examples have a decidedly urban focus, and students with disabilities are seldom targeted. Although rural areas have unique problems that may hinder the development of partnerships, this paper offers the more optimistic view that rural areas also possess unique resources upon which successful partnerships can be built. A primary advantage of rural areas is the synergistic relationship between the school and the community that it serves. This synergy is evident in the informality of rural community politics, accessibility of individuals to each other regardless of position, acquaintanceship of parents of disabled students, rural-oriented work ethic, and ease with which local resources can be identified and accessed. Examples of rural partnerships that facilitate the postsecondary transition to work of disabled and special needs students include a regional skills training program held at community sites and businesses in rural eastern Oregon, and two instances in which community coalitions made possible the supported employment and eventual independence of developmentally disabled persons in rural Mississippi. (SV)

ED 369 621 RC 019 591

Russell, R. Stephen; Meikamp, Joyce
Creativity Training--A Practical Teaching Strategy.
PUB DATE- Mar 94
NOTE- 7p.; In: Montgomery, Diane, Ed. Rural Partnerships: Working Together. Proceedings of the Annual National Conference of the American Council on Rural Special Education (ACRES) (14th,

of their students. Disadvantages of transition in rural areas include a lack of awareness of opportunities, and less variety in high school course selection. (KS)

ED 369 638 RC 019 608

Coombe, Edmund
Training School and Rehabilitation Counselors To Provide Cooperative Transition Services.
PUB DATE- Mar 94
NOTE- 6p.; In: Montgomery, Diane, Ed. Rural Partnerships: Working Together. Proceedings of the Annual National Conference of the American Council on Rural Special Education (ACRES) (14th, Austin, Texas, March 23-26, 1994); see RC 019 557.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agency Cooperation; Competency Based Education; *Counselor Training; *Disabilities; Higher Education; High Schools; *Masters Programs; Program Design; Program Evaluation; Rural Education; *School Counselors; Transitional Programs; *Vocational Rehabilitation

A collaborative program between two university departments aims to better prepare preservice and inservice school counselors and vocational rehabilitation counselors to cooperate in facilitating the transition of individuals with disabilities from school to community living. The program offers preservice (master's level) rehabilitation and school-counseling students 9 semester hours of training that includes a special education elective, transition competencies, and a one-semester practicum. Student evaluation of the transition course indicated that there were too many speakers and too little time for coverage of 14 competencies. Preservice students in school guidance completed transition practicum requirements in concert with their part-time counseling practicum, while rehabilitation counseling students completed the transition practicum requirements as part of their full-time internship. In general, process and product ratings by students and supervisors were very positive. Includes tables of transition competencies and practicum activities. (KS)

ED 369 639 RC 019 609

Gender Equity. IDRA Forum.
PUB DATE- Mar 94
NOTE- 21p.; Photograph may not reproduce clearly. For selected individual article, see RC 019 610.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Collected Works - Serials (022)
DESCRIPTORS- *Classroom Environment; *Educational Practices; Elementary Secondary Education; *Equal Education; Females; Mexican Americans; Nondiscriminatory Education; Postsecondary Education; School Policy; *Sex Bias; Sex Discrimination; Sex Fairness; Sex Role; Sex Stereotypes; *Sexual Harassment; *Womens Education
IDENTIFIERS- *Chicanas

This newsletter contains six articles on issues of gender equity for Chicanas and other women. "Recognizing Chicana Contributions: Cultural History & Gender Equity on the Line" (Mikki Symonds) discusses the invisibility of Mexican Americans in general and of Chicanas in particular in U.S. history books, minority students who are underrepresented in science, engineering, and mathematics. Eligible organizations include school districts, museums, colleges, universities, and nonprofit youth-centered and/or community-based organizations. The goals of SSC are to provide a foundation for a lifelong interest in science and mathematics for all participants and to encourage the consideration of science, engineering, and mathematics as possible career choices. This document presents the names, addresses, phone numbers, and descriptions of 28 summer science camps located throughout the United States. (PR)

ED 369 659 SO 022 787

Chapman, Anne W.
The Origins and Development of the National Training Center, 1976-1984. TRADOC Historical Monograph Series.
PUB DATE- 92
NOTE- 193p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Historical Materials (060),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Armed Forces; *Federal Government; Military Personnel; *Military Training; Postsecondary Education; *Simulation; Site Analysis; *Site Development; Site Selection; Skill Development; Team Training; Training Methods; Training Objectives; United States History; War
IDENTIFIERS- Military History; *United States National Training Center CA

Focusing on the development of the United States Army's National Training Center (NTC) from conceptualization and initial implementation in 1981 to the end of the first phase of development in 1984, this monograph provides a documented historical analysis of how and why the landmark event in army training was launched and examines attendant policy issues, funding, instrumentation, and training problems involved in bringing the project from conception to reality. Soldiers stationed in the continental United States trained for war at the NTC at Fort Irwin, California in a setting as close as possible to the reality of combat. Chapters 1-4 focus on the initial conceptualization, the choice of Fort Irwin, and the early problems. Descriptions of the training evaluation and instrumentation system utilized at the Center precede explanations of the NTC experience and are detailed in chapters 5 and 6. Chapter 7 presents information on the lessons learned, and chapter 8 describes the United States Air Force presence at the National Training Center. Charts, tables, maps, and photographs support the information in the text and provide further detail. By 1984 the National Training Center appeared to reach a break-even point between what had been an excellent but unproven concept in the mid 1970s to the reality of a facility that, by the close of 1984, offered the best possible training short of war. A majority of the combat troops in operations Desert Storm and Desert Shield gained experience in desert warfare at the NTC. A list of military acronyms and abbreviations appear at the end of the document. (CK)

ED 369 660 SO 022 909

Province of British Columbia Ministry of Education Annual Report. July 1, 1990 to June 30, 1991.
PUB DATE- 91
NOTE- 82p.
LANGUAGE- English

Council for the Social Studies (Nashville, TN, November 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Indian Culture; *American Indian History; *Environmental Education; Geography Instruction; Grade 4; Grade 5; Grade 6; Intermediate Grades; *Natural Resources; Science Instruction; *Social Studies
IDENTIFIERS- *Anasazi (Anthropolical Label); Erosion

This document presents a series of eight lesson plans (or "learning cycles") for teaching fourth, fifth, and sixth grade students about the Anasazi Indians of the southwestern United States. Each lesson sets forth intended grade level, background information on the key idea and goal, time needed, prerequisite skills and concepts, a lesson outline, and references. Within each lesson is an exploration phase, setting out the overall objective and material needed; an introduction, setting out the procedure to follow and the manner of evaluation; an invention phase, also detailing objectives, materials, and procedures; and an expansion phase, containing similar components. Lessons include: (1) "Anasazi Indians: Pottery & Chemistry"; (2) "Anasazi Environmental Architecture"; (3) "The Land of the Anasazi: Their Natural Resources, Environment, and Climate"; (4) "Geography of the Anasazi Civilization"; (5) "Land Use and Erosion in the Anasazi Civilization"; (6) "Erosion of the Anasazi Land"; (7) "Anasazi's Use of Resources"; and (8) "Relating Anasazi Customs and Sky Patterns." (SG)

ED 369 680 SO 023 727

Sunal, Cynthia Szymanski; And Others
Integrated Teaching Units: Focusing an Elementary Methods Block Program on Social Studies and Science.
PUB DATE- 93
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; Higher Education; *Interdisciplinary Approach; Language Arts; Mathematics Instruction; Methods Research; *Preservice Teacher Education; Reading Instruction; *Science Instruction; *Social Studies; Teaching Methods; Thematic Approach; *Units of Study

Elementary preservice teachers (n=185) in a blocked program of methods courses developed integrated thematic units focusing on social studies and science that viewed reading, language arts, and mathematics as tools students use to study the major content areas in the elementary school program: social studies and science. This was a complex task requiring both content and pedagogical knowledge. Those individuals subjects having the greatest difficulty conceptualizing and teaching the unit also sought the least help from course instructors. They had difficulty in constructing a unit rationale, choosing nontraditional assessments, and in choosing strategies other than lecture. Many could not initially integrate mathematics. Although cooperating teachers strongly encouraged the continued development of integrated thematic units they acknowledged that they were not sure that social studies was a major subject that should be taught daily and were uncertain that language arts, reading, and mathematics should be considered tools children use to learn. (Author/SG)

ED 369 681 SO 023 728

NOTE- 26p.; Report presented at UNESCO's International Conference on Education (43rd, Geneva, Switzerland, September 14-19, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cultural Education; *Cultural Enrichment; *Cultural Influences; *Educational Development; Elementary Secondary Education; Government School Relationship; Higher Education; Multicultural Education; *Role of Education; School Community Relationship; School Role; Second Languages; Teacher Education
IDENTIFIERS- UNESCO

This document provides descriptions of the themes adopted for the plenary and the four working groups of an United Nations Educational, Scientific, and Cultural Organization (UNESCO) international meeting. After the introduction, section 1 discusses the plenary theme, "Education, Culture, and Development: Co-ordinated Policies and Strategies," by presenting the concepts of education, culture, and development and the policies and strategies of choosing priorities, setting up structures, choosing partners, funding, and budgeting. Section 2 presents the theme of working group 1, "Taking the Cultural Dimension into Account in Educational Programmes," and discusses teaching cultural heritage, developing intercultural education, and promoting languages at school. The theme for working group 2, "The Role of Education in the Cultural and Artistic Development of the Individual," presents the role of artistic/aesthetic, moral, and science education. The theme for working group 3, "Cultural Development through Interaction between the School, the Community, and Society," discusses the role of the school in the cultural development of the community and the co-operation between the school and other institutions in society. The final section presents the theme of working group 4, "Cultural and Intercultural Aspects of Education: A New Responsibility for Teachers" with the modification of teacher training and the use of research. (CK)

ED 369 700 SO 023 853

Isaac, Katherine
Civics for Democracy: A Journey for Teachers and Students.
PUB DATE- 92
NOTE- 390p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Activism; *Citizen Participation; *Citizen Role; *Citizenship; *Citizenship Education; *Citizenship Responsibility; *Civics; Civil Rights; Community Change; Community Responsibility; Critical Thinking; Democracy; Instructional Materials; Law Related Education; Secondary Education; Social History; Social Studies; Student Participation; Student Projects; United States History

Intended to help students learn that citizenship involves more than freedom and liberties, this book encourages students to participate in their schools and communities, to study the long tradition of citizen action in the United States, and to practice citizenship skills. Section 1 provides seven profiles of students who have worked to make positive change. Section 2 offers a history of five citizen movements: (1) civil rights; (2) labor; (3) women's rights; (4) consumer; and (5)

PUB DATE- 93
NOTE- 131p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attitudes; Curriculum Development; Educational Opportunities; *Educational Policy; Educational Practices; Elementary Secondary Education; *Equal Education; *Females; Foreign Countries; Outcomes of Education; Role of Education; *Sex Differences; Social Bias
IDENTIFIERS- *Australia

Inequality problems face girls at school, and the attitudes and expectations of others affect educational choices and outcomes. After an overview in chapter 1, chapter 2 provides a discussion of Australian government reports and policies on the education of girls and traces the changes in the treatment of gender inequity. Chapter 3 focuses on the research in the area of gender inequity: (1) statistical data on participation rates and post-school outcomes; (2) survey research on subject choice and attitudes; (3) research on bias in curriculum materials; and (4) research on participation and treatment differences of girls in the classroom and on the playground. Chapter 4 draws together research that explores reasons for different school experiences for boys and girls, discusses changing values, and reviews studies of school culture. Chapter 5 compares Australian policy and action developments in the 1970s with developments in the early 1990s and discusses a number of theories that propose fundamental revisions of frameworks for curriculums reflecting concerns about females. The final chapter presents four issues: (1) the desirability of single-sex schooling as compared with coeducation; (2) the question of class and ethnicity; (3) the strategy and shaping of government policy; and (4) the value of different approaches to research. (CK)

ED 369 720   SO 023 973

Parker, Franklin; Parker, Betty J.
George Peabody's (1795-1869) Educational Legacy.
PUB DATE- 24 Sep 93
NOTE- 9p.; Paper presented at the Annual Meeting of the Southwestern Philosophy of Education Society Meeting (New Orleans, LA, September 24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Finance; Elementary Secondary Education; Entrepreneurship; *Financial Support; Foundation Programs; *Philanthropic Foundations; *Private Financial Support; Resources; *School Support
IDENTIFIERS- *Peabody (George); *Peabody Education Fund; Peabody Institute of Baltimore MD; Peabody Museum

During his career, George Peabody financially supported educational endeavors and went beyond the accumulation of money to leave for one's children. His support began in the mid-1800s and his educational legacy remains. He established: (1) a $2 million Peabody Education Fund to promote public schools and teacher training in 12 civil war devastated southern states; (2) three museums of science; (3) the Baltimore Peabody Institute Library and Peabody Conservatory of Music, both now part of Johns Hopkins University; (4) six institute libraries with lecture halls that served adult education; and (5) low cost model housing in London for working people where about ensuring that each Marylander understands how to protect himself or herself and others from the threat posed by further spread of the human immunodeficiency virus. Programs target populations which have been disproportionately impacted by the epidemic or whose behavior puts them at particular risk. The activities of several state agencies are described, including the Division of Public Education, Division of Youth Outreach, Division of Outreach to Special Populations, Division of Ethnic Community Programs, Division of Program Evaluation and Survey Research, Division of Professional Education, Division of Public Information, Alcohol and Drug Abuse Administration, Developmental Disabilities Administration, and Mental Hygiene Administration. Other initiatives are also highlighted, including the Dental AIDS Project, counseling and testing services, and work with local health departments. Four laws enacted in 1992 related to human immunodeficiency virus are noted. (JDD)

ED 369 740   SP 035 162

Guinn, Bobby
Mediating Influences on Serum Lipids among Postmenopausal Women.
PUB DATE- Apr 94
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Biological Influences; Body Weight; *Cardiovascular System; Drinking; Eating Habits; *Females; Health Promotion; Heart Disorders; *Life Style; Middle Aged Adults; Nutrition; Older Adults; Physical Activity Level; *Predictor Variables; *Prevention; Smoking
IDENTIFIERS- *High Density Lipoprotein Cholesterol; *Low Density Lipoprotein Cholesterol; Menopause

The purpose of this study was to investigate among postmenopausal women the relationship of dietary fat intake, tobacco smoking, alcohol use, physical activity, and body weight to total cholesterol, high density lipoprotein (HDL) cholesterol, and low density lipoprotein (LDL) cholesterol measures in order to assess the relative influence of each variable on approximating recommended lipid levels. Subjects were drawn from three age-segregated mobile home parks in a popular retirement area of South Texas. Exclusion of persons receiving lipid-lowering medications or hormone replacement therapy resulted in a sample of 238 white females ranging in age from 57 to 82 years with a mean age of 68.2 years. Data were gathered through a self-report health risk appraisal instrument and venipuncture drawn blood samples. Stepwise regression analysis indicated that the strongest modifying influences on total cholesterol were physical activity and alcohol nonuse. Physical activity was the primary modifier of LDL cholesterol, while desirable body weight exerted the greatest influence on HDL cholesterol. Findings suggest that for older women nontherapeutic serum lipid modification leading to reduced atherosclerotic risk is primarily a function of the positive health behaviors of tobacco nonuse and increased physical activity. (Author/LL)

ED 369 741   SP 035 168

Patterson, Sheila M.; Vitello, Elaine M.
Instructional Strategies for Implementing Ethics Instruction in Health Education Courses.
PUB DATE- Apr 94
NOTE- 5p.; Paper presented at the Annual Meeting of the

necessarily existent small rural schools in Utah; and subject specific check lists and guidelines for business/marketing, dance, drama, English, foreign language, health, information technology, journalism, mathematics, music, physical education, reading, science, social studies, speech, and visual arts. (LL)

ED 369 759 SP 035 204

Status of Teacher Personnel in Utah 1992-1993.
PUB DATE- 93
NOTE- 201p.; Nearly one-half of the document is printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Beginning Teachers; Birth Rate; Demography; Elementary School Teachers; Elementary Secondary Education; *Employment Patterns; *Employment Statistics; Enrollment Trends; *Faculty Mobility; Higher Education; Population Growth; Racial Composition; Schools of Education; Secondary School Teachers; Teacher Certification; Teacher Persistence; *Teacher Placement; *Teacher Supply and Demand; Teaching Experience
IDENTIFIERS- *Utah State Office of Education

This report provides data regarding the supply of and the demand for teachers as well as the status of currently active teachers in Utah. Statistical data assembled in this report have been divided into five color-coded sections according to the classification of information. The first section, "Total Professional Personnel," covers total number of professional personnel, ethnic and racial backgrounds, certification and training, professional experience, age and sex distribution, and teacher turnover. Section 2, "Letters of Authorization," describes the authority given to districts to employ individuals without proper certification in emergency situations. The third section, "New Personnel," provides data on the total number of new personnel, major and minor assignments, training and professional experience, and age and sex distribution. Section 4, "Supply of Teachers," offers information from the six Utah teacher-preparation institutions including type of preparation completed by students, number of students completing preparation for standard teaching certificates, and the number of experienced teachers completing a new type of preparation. The final section presents demographic information on birth, population growth, and enrollment trends. A total of 77 tables and 11 charts present the information in detail. (LL)

ED 369 760 SP 035 205

Reavis, H. Kenton, Ed.; And Others
Utah's Best Project: Behavioral and Educational Strategies for Teachers. Technical Assistance Manuals, Edited Versions.
PUB DATE- 88
NOTE- 154p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; *Classroom Techniques; *Discipline Policy; *Educational Objectives; Educational Practices; Elementary School Teachers; Elementary Secondary Education; Program Development; Program Implementation; Secondary School Teachers; *Strategic Planning; *Student Motivation

Learning Together and Alone. Cooperative, Competitive, and Individualistic Learning. Fourth Edition.
PUB DATE- 94
NOTE- 292p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; *Competition; *Cooperative Learning; Discussion (Teaching Technique); Educational Assessment; Educational Practices; Elementary Secondary Education; *Grouping (Instructional Purposes); Individual Needs; Inservice Teacher Education; Interpersonal Competence; Learning Activities; *Learning Strategies; Lesson Plans; *Teaching Methods

This book presents an overview of cooperative learning, details the uses for cooperative learning, integrates cooperative learning with competitive and individualistic learning, and suggests techniques for managing cooperative learning. Chapters in the text provide: (1) a history of cooperative learning and research on which the practice is based; (2) basic elements that make cooperative learning work; (3) a description of the essential components of a well-structured cooperative lesson; (4) various approaches to cooperative learning, detailing the strengths and weaknesses of each; (5) in-depth coverage of the social skills necessary to work effectively within cooperative learning groups, including assessment, evaluation, group processing, and the constructive resolution of conflict; (6) different ways in which cooperative learning may be implemented within a school, from single lessons to specific curriculum packages to specific strategies to a generic approach to learning; and (7) strategies and procedures teachers need to educate at-risk students, create a multicultural classroom, intellectually challenge gifted students, and show how the use of cooperative groups may be extended to all aspects of the school. (Approximately 225 references.) (LL)

ED 369 779   SP 035 242

American Association of Colleges for Teacher Education Briefing Book 1993.
PUB DATE- Feb 94
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *College Administration; *College Faculty; Demography; Education Majors; Elementary School Teachers; Elementary Secondary Education; *Employment Patterns; *Financial Policy; Higher Education; Institutional Characteristics; Resource Materials; *Schools of Education; Secondary School Teachers; Statistical Data; Student Characteristics; *Teacher Education Programs; Teaching (Occupation)
IDENTIFIERS- American Association of Colleges for Teacher Educ; *Preservice Teachers

This briefing book consists of 45 tables on demography that are organized in 4 sections. Section 1 looks at the leadership and faculty of schools, colleges, and departments of education (SCDEs). Leadership is represented by deans of schools and colleges of education, and chairs of departments of education). In addition, a clear picture is given of the contrasts among institutions by size and type. Section 2 displays the demographic characteristics of students in teacher education

Bachelor's Degrees"; and "Advanced Diplomas and Postgraduate Degrees." Under each main part are listed an index of fields of study for which an award is available, a list of the awards themselves, and an index of the institutions where the awards are held. Information concerning each award includes the number available, its value, duration, eligibility, closing date for applications, whether a service contract exists, and where further information about the award can be obtained. (GLR)

ED 369 335 HE 027 374

Roodt, J., Comp.; And Others
Architecture and Building Sciences. Financial Assistance for Study after Standard 10.
PUB DATE- 93
NOTE- 40p.; For related documents, see HE 027 368-377.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Architectural Education; Building Design; *Degrees (Academic); Eligibility; Fellowships; Foreign Countries; Graduate Study; Grants; Higher Education; Postsecondary Education; *Scholarships; *Student Financial Aid; *Student Loan Programs; Undergraduate Study
IDENTIFIERS- *South Africa

This guide, the sixth in a set of nine, presents a summary of financial assistance available to students of architecture and building sciences for obtaining a certificate, diploma, or degree after Standard 10 at a university, college, or technikon located in South Africa. The bursaries, loans, and other forms of financial aid appear under the heading "Awards" and are arranged in alphabetical order and then numbered. The book is divided into two main parts: "First Diplomas and Bachelor's Degrees"; and "Advanced Diplomas and Postgraduate Degrees." Under each main part are listed an index of fields of study for which an award is available, a list of the awards themselves, and an index of the institutions where the awards are held. Information concerning each award includes the number available, its value, duration, eligibility, closing date for applications, whether a service contract exists, and where further information about the award can be obtained. (GLR)

ED 369 336 HE 027 375

Roodt, J., Comp.; And Others
Agriculture, Forestry, Fishing, and Veterinary Science. Financial Assistance for Study after Standard 10.
PUB DATE- 93
NOTE- 47p.; For related documents, see HE 027 368-377.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Agricultural Education; *Degrees (Academic); Eligibility; Fellowships; Foreign Countries; *Forestry; Graduate Study; Grants; Higher Education; Marine Biology; Postsecondary Education; *Scholarships; *Student Financial Aid; *Student Loan Programs; Undergraduate Study; Veterinary Medical Education
IDENTIFIERS- *South Africa

This guide, the seventh in a set of nine, presents a summary of financial assistance available to students of forestry, agriculture, fishing, and veterinary medicine for obtaining a certificate, diploma, or degree after Standard 10 at a university, college, or technikon located in South Africa. The higher education faculty in the nations of the (British) Commonwealth of Nations and beyond for academic years 1994-95 and 1995-96. The entries are arranged in sections according to the country where the award may be held. The first "International" section lists awards held in more than one country. National sections for the various countries are in alphabetical order listing awards tenable only in the country concerned or in that country and one other with appropriate cross-references. Awards are described in five broad subject categories: unrestricted, arts, social sciences, science and technology, and medical and veterinary sciences. Each entry begins with name of the awarding body and contains information on subject, eligibility, value, tenure, other information, number of new awards to be made, method of application, particulars (contact person), telephone and fax numbers, and closing date. Appendix I details awards tenable only at important non-university institutions in Commonwealth countries. Appendix II notes that non-commercial national, regional and international organizations provide appointments services or information. Appendix III lists major organizations that provide other forms of assistance for universities. Also included are indexes to awards, subjects, places of tenure, and nationality/residence. (JB)

ED 369 355 HE 027 394

Hunter, Moira, Ed.
Awards for University Administrators and Librarians 1994-96. ACU Awards Series.
PUB DATE- 94
NOTE- 30p.; For a related document, see HE 027 393.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *College Administration; *College Libraries; *Fellowships; Financial Support; Foreign Countries; Grants; Higher Education; International Programs; *Librarians; *Professional Development; *Program Descriptions; Staff Development
IDENTIFIERS- *Commonwealth of Nations

This booklet lists 43 awards to support the professional development of administrators and librarians in Commonwealth of Nations countries and non-Commonwealth countries for 1994-95 and 1995-96. Part A lists awards to be held in Commonwealth countries and Part B lists awards held in non-Commonwealth countries. Awards described range from funds for short visits varying from a few weeks to a few months in length, fellowships of longer duration, and staff exchange programs. Awards are listed alphabetically by name of awarding body. Entries contain information on name of award, subject, eligibility, value, tenure, other information, number of new awards to be made, method of application, particulars (contact person), telephone and fax numbers, and closing date. An appendix lists nine courses and conferences for university administrators. Includes an index. (JB)

ED 369 356 HE 027 395

Haycock, Kati; Brown, Nevin
Higher Education and the Schools: A Call to Action and Strategy for Change.
PUB DATE- Jun 93
NOTE- 12p.
LANGUAGE- English

programs contain little, if any, formal provision for publication writing by students. The paper suggests that it is important for administrators to determine if such programs adequately prepare graduates for their professional future. (GLR)

ED 369 375 HE 027 415

Brigham, Thomas A.; And Others
Excel: An Intensive and Structured Program of Advising and Academic Support To Assist Minority Freshmen To Succeed at a Large State University.
PUB DATE- 22 Feb 94
NOTE- 37p.; Paper presented at the Annual Freshman Year Experience Conference (13th, Columbia, SC, February 22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Academic Advising; *College Freshmen; Comparative Analysis; Discussion Groups; Educational Methods; Ethnic Groups; Higher Education; *High Risk Students; *Minority Groups; Peer Teaching; Program Evaluation; *Student Development; Tutoring
IDENTIFIERS- Washington State University

This paper describes an academic assistance program designed to help ethnic minority students adjust to the demands of university life and succeed both academically and personally. The Excel program has three major components: a two-semester, two-credit core seminar; weekly instructional support groups; and peer led tutorial/discussion groups. The results of the first 2 years of the program are presented in which 62 at-risk Excel students had their performance compared to other minority and majority freshmen at Washington State University. These comparison studies show the Excel students performed significantly better than other students from minority groups and equal to or better than majority students. The lessons from this experience indicate that minority students on majority campuses need to be both challenged and encouraged to compete academically with their majority peers as well as to develop and pursue their own goals. The program's results are discussed in terms of the variables that appear to affect minority student success at large universities. The appendix provides the grading procedures for two psychology classes. Contains 22 references. (GLR)

ED 369 376 HE 027 416

Balfour, Linda F., Comp.
Statistical Abstract of Higher Education in North Carolina, 1993-94.
PUB DATE- Apr 94
NOTE- 279p.; For the 1992-93 report, see ED 355 889.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - General (140)
DESCRIPTORS- *College Admission; College Faculty; *College Housing; *Degrees (Academic); *Enrollment; Enrollment Trends; Higher Education; Library Expenditures; Library Materials; Postsecondary Education; Statistical Data; *Student Financial Aid; Transfer Students; *Undergraduate Study
IDENTIFIERS- *North Carolina

ED 369 395   IR 054 958

Tenney, H. Baird; And Others
Marketing & Libraries Do Mix: A Handbook for Libraries and Information Centers.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE- May 93
NOTE- 201p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Programs; Childrens Libraries; Economic Factors; Evaluation Methods; Guides; *Information Centers; *Libraries; *Library Services; *Marketing; Models; Planning; *Program Development; Program Evaluation
IDENTIFIERS- *White House Conference Library Info Services

This handbook offers a practical set of ideas to help all types of libraries in the task of marketing their services in an increasingly competitive economy and provides a model program as urged by the White House Conference on Library and Information Services. It is aimed at adult information services in particular, with passing references to children's services, literacy training, and other library services. Part 1 contains three chapters; the initial chapter provides information on how to use the handbook, with a six-step program for marketing libraries. The second and third chapters extend some key findings and discuss developing a marketing program in general. Part 2 contains six chapters that review the following: (1) self-assessment; (2) market definition; (3) product planning; (4) product creation; (5) selling; and (6) closing the loop. Part 3 then analyzes the special needs of different types of libraries, from academic through corporate, government, institutional, law, medical, public, and school libraries. Two appendixes discuss the influence of technology on library marketing and marketing surveys. Twenty-seven exhibits and sample forms are attached. (Contains 59 references.) (SLD)

ED 369 396   IR 054 960

School Library Policy Statement. Revised.
PUB DATE- 93
NOTE- 8p.; For an earlier version, see ED 338 265.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Accountability; Curriculum Development; Educational Finance; *Educational Policy; Elementary Secondary Education; Financial Support; Foreign Countries; *Government Role; Grants; Inservice Education; Interlibrary Loans; Learning Resources Centers; Librarians; *Library Services; Position Papers; Professional Development; Program Development; School Districts; *School Libraries; Standards; State Government
IDENTIFIERS- *Manitoba

A school library program is a basic component of education for all students. Manitoba Education and Training (MET) presents this policy statement to clarify the roles of the provincial government and the school districts in providing school library services. MET will provide policy and guideline documents to

Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Access to Information; *Curriculum Development; *Educational Planning; *Educational Strategies; Elementary Secondary Education; Futures (of Society); *Information Literacy; Information Seeking; Information Utilization; Instructional Design; *Library Instruction; Library Role; Library Skills; Models; Research Skills; School Libraries; User Needs (Information); Users (Information)
IDENTIFIERS- *Information Skills

This handbook is designed to help classroom teachers, library media specialists, and others who wish to integrate information literacy into their curriculum. It provides models and strategies which encourage children and young adults to find, analyze, create, and use information as they become productive citizens. The following topics are addressed: information literacy defined; stages of the research process; instructional planning for information literacy; instructional strategies for developing information literacy; sample scenarios of integrated units; and integrating information literacy into local or state frameworks. Included in the appendices are a report on integrating information literacy into national agendas and a planning guide for research process competencies. (Contains 40 references.) (JLB)

ED 369 416 IR 055 000

Protecting Privacy in Computerized Medical Information.
PUB DATE- Sep 93
NOTE- 168p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; Automation; Computer Networks; *Confidentiality; *Confidential Records; Databases; Data Processing; *Disclosure; Health; Information Dissemination; Information Needs; Information Systems; Medical Case Histories; Online Systems; *Privacy; Records Management
IDENTIFIERS- Computer Security; *Health Information; Medical Information Systems; *Medical Records; Office of Technology Assessment

This report analyzes the implications of computerized medical information and the challenges it brings to individual privacy. The report examines the nature of the privacy interest in health care information and the current state of the law protecting that information; the nature of proposals to computerize health care information and the technologies available to both computerize and protect privacy in the information; and models for protection of health care information. The following chapters are included: (1) "Introduction, Summary, and Options"; (2) "The Right to Privacy in Health Care Information"; (3) "Systems for Computerized Health Care Information"; and (4) "Designing Protection for Computerized Health Care Information." Included in the appendices are selected topics in computer security and model codes for protection of health care information. (JLB)

ED 369 417 IR 055 056

Santos, Mary Jane
An Examination of Standardized Evaluation Forms Used in Public Libraries To Evaluate Professional Librarians.
PUB DATE- 92

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Community Colleges; Educational Finance; Fees; Financial Needs; Inflation (Economics); *Minority Groups; *Paying for College; State Aid; *Student Costs; *Tuition; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Arizona

A study was conducted to determine whether college tuition increases in Arizona were placing a disproportionate burden on individuals at lower income levels. Statistical data from the 10-year census reports were analyzed to calculate tuition as a percentage of per capital income for the following groups: total population, White non-Hispanics, Black non-Hispanics, and Hispanics. Study findings included the following: (1) Hispanics were the only group whose per capita income grew below the rate of inflation; (2) non-Hispanic White income was 17.8% above the statewide average per capital income in 1989, while Black income was 26.3% below the average and Hispanic income was even lower at 45.2% below the average; (3) in 1989-90, the lowest tuition increased 150% and the highest increased 39.1%; (4) full-time tuition impacts the most on the lowest per capita income groups; (5) 38.1% of Arizona's adult population reported income loss, no income, or income less than $10,000; and (6) an adult who was a member of a minority group was significantly more likely to have earned less than $10,000 in 1989 than a non-minority person; Although tuition costs may seem small when reviewed on a yearly basis, the long-term impact on low-income groups is significant. (MAB)

ED 369 434 JC 940 259

The Commission d'evaluation de l'enseignement collegial: Its Mission and Directions (La Commission d'evaluation de l'enseignement collegial: Sa mission et ses orientations).
PUB DATE- Jan 94
NOTE- 23p.; Adopted by the Commission d'Evaluation de l'Enseignement Collegial, January 11, 1994. For related documents, see JC 940 260-261.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Outcomes Assessment; Community Colleges; *Educational Improvement; Educational Legislation; *Evaluation Methods; Foreign Countries; *Institutional Evaluation; Mission Statements; *Outcomes of Education; *Program Validation; School Policy; State Standards; Statewide Planning; Two Year Colleges
IDENTIFIERS- *Commission d Evaluation de l Enseignement Coll PQ

In June 1993, the Quebec Commission d'evaluation de l'enseignement collegial (CEEC) was created to conduct evaluations of the assessment of student achievement and quality of college programs and studies in the province. Having jurisdiction over the 117 colleges in the province, the CEEC is charged with evaluating institutional policies on student and program evaluation, the colleges' implementation of programs established by the Minister of Education, and objectives and standards of programs established by the colleges. The Commission is also empowered to develop evaluation criteria and instruments, recommend measures to individual institutions, and make recommendations to the Minister of Education. To achieve its aim of ensuring quality college education, the CEEC's means and approach will include the following four elements: (1) the use of proven techniques and instruments in a rigorous manner

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Computer Uses in Education; Cooperative Programs; *Curriculum Development; Job Training; Labor Force Development; *School Business Relationship; Technological Advancement; Two Year Colleges
IDENTIFIERS- Contract Training; *Customized Training; *Virtual Curriculum

Current conditions suggest that there will be an increased emphasis on customizing curricula to focus on the technological skills needed by workers to remain competitive. If community colleges are to continue as leaders in customizing training programs, they must consider ways to convince business and industry clients that up-to-date training programs making use of the latest concepts, theories, and practices can be developed in a timely manner. The concept of the virtual curriculum (VC) offers an alternative to traditional course development. With the VC, instead of diagnosing needs and developing responses that may take several weeks, business and industry clients are presented with a repository of course content through a computer database in a matter of minutes. Application software permits content in college credit courses to be aggregated and moved to a new configuration in a credit or non-credit arrangement to quickly prepare a syllabus that satisfies client needs. In addition to creating a responsive instructional culture at community colleges, benefits of the VC include the cooperation of industry executives and faculty in curriculum design teams, the ability to instantly create a course syllabus based on client needs, reduced staff time on course development, mutual dependency between industry and the college on subject matter exchange, and improved college-industry relations. Contains 12 references. (BCY)

ED 369 452 JC 940 279

Lewallen, Willard Clark
Early Alert: A Report on Two Pilot Projects at Antelope Valley College.
PUB DATE- 27 Sep 93
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Failure; Basic Skills; Community Colleges; Early Intervention; Followup Studies; Learning Problems; Outcomes of Education; Pilot Projects; *Referral; Remedial Instruction; *School Holding Power; *Self Evaluation (Individuals); *Student Attitudes; Two Year Colleges
IDENTIFIERS- Antelope Valley College CA; *Early Alert Retention System

Two "early alert" pilot projects were established at Antelope Valley College, in California, to develop a follow-up system to ensure regular monitoring of student progress for early detection of academic difficulty. Two committees were established to explore and develop early alert strategies; the first focusing on basic skills courses and the second on strategies for use across the curriculum. The basic skills committee developed the Early Advantage Referral Form (EARF) to track the extent that students followed through with referrals and measure outcomes. In pilot testing in fall 1991 and spring 1992, 32 EARF's were distributed to basic skills students; 63%

IDENTIFIERS- Macomb Community College MI

As part of a program of graduate follow-up studies, Macomb Community College (MCC), in Michigan, regularly conducts surveys of graduates or certificate earners 1, 3, and 5 years after their departure from the college. In September 1993, surveys were sent to 2,846 alumni from the class of 1990-91 requesting information on graduate characteristics, current employment/educational status, salary information, and perceptions of MCC. Study findings, based on responses from 1,198 former students, included the following: (1) 93% of the respondents were white and 60% were female; (2) 39.2% of the respondents indicated that their primary reason for attending MCC had been to prepare for a job, while 37% indicated that they attended to earn credit for transfer; (3) 77.8% of respondents were employed, 6.2% were unemployed, and 14.6% were full-time students; (4) of the employed respondents, 59.9% indicated that their job was directly related to their education at MCC and over half rated themselves as satisfied or very satisfied with their work; (5) the median monthly salary reported by employed graduates was between $2,000 and $2,499; (6) just over 10% of all the respondents indicated that they had earned Bachelor's or Master's Degrees; (7) respondents who had completed the General Studies or the Associate of Arts programs were most likely to earn Bachelor's degrees; and (8) 94% of the respondents indicated that they would recommend the courses they completed at MCC to others. The survey instrument is appended. (KP)

ED 369 470 JC 940 306

Adams, Judith
Grad 1, 3, and 5: A Longitudinal Comparison of Graduate Follow-Up Studies.
PUB DATE- 8 Feb 94
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Transfer Students; Community Colleges; *Education Work Relationship; *Followup Studies; *Graduate Surveys; *Outcomes of Education; *Participant Satisfaction; Salaries; Student Attitudes; Student Characteristics; Two Year Colleges; Two Year College Students
IDENTIFIERS- Macomb Community College MI

As part of a program of graduate follow-up studies, Macomb Community College (MCC), in Michigan, regularly conducts surveys of graduates or certificate earners 1, 3, and 5 years after their departure from the college. In February 1994, a study was conducted to compare data from the three follow-up studies conducted of graduates from the class of 1988-89. Responses were compared for the 397 alumni who responded to all three follow-up studies, representing 15% of the total class but 40% of the alumni who responded to the last follow-up questionnaire. Study findings, included the following: (1) the sample was 36% male and 64% female, compared to 46% male and 53% female for the whole class, and most were from the General Studies or Arts programs; (2) with respect to their objectives for attending MCC, 58% of males and 56% of females had cited job training, 40% of females and 34% of males had mentioned transfer credit, and analyses revealed that 33% of the respondents had changed objectives on one or more follow-up survey; (3) from the first to the fifth-year follow-up, the number of full-time students decreased from 17% to 5%, with

Child Care Policy"; (4) the City of Pasadena's Child Care Policy; and (5) information for loan applicants concerning Northwest Trust Fund child care loans, including a loan application. (AC)

ED 369 488 PS 021 952

Full Circle Program's Family Consulting Services.
PUB DATE- Nov 90
NOTE- 16p.; For related documents, see PS 021 953-954.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- At Risk Persons; Biological Parents; Children; *Family Counseling; *Family Problems; Family Programs; *Foster Children; *Institutionalized Persons; *Private Agencies; Program Descriptions; Social Services; Social Support Groups
IDENTIFIERS- *Family Reunification

In 1989-90, Full Circle Program's Family Consulting Services (FCS) staff provided family reunification services to 50 children and their families in San Francisco and Marin counties. Staff members developed individualized treatment strategies for each family, acting as advocates for the needs of the child. These services included medical and neurological evaluation, diagnosis, and treatment; educational diagnosis and treatment through the Individual Education Program process; psychiatric or psychosocial counseling; and referral and follow-through with other appropriate agencies. Of the 50 clients served, 37 were successfully reunited with their families, 4 were emancipated, 4 remained in placement, and 5 were placed in foster homes. Key to FCS's ability to work successfully with several families were culturally appropriate case workers and aides. Some of the problems encountered by the FCS staff were the lack of coordination and oversight of social service agencies; being brought into a case at the last moment without the pre-unification time needed to build relationships with clients and their parents and to identify and ameliorate specific problems in the home; and, most significantly, lack of funding. A detailed case study of one of FCS's reunification successes and Carolyn L. Brown's article, "Family Reunification," which describes the project and discusses the advantages of employing an individualized strategy, are included. (AC)

ED 369 489 PS 021 953

Boysville of Michigan Family Reunification Project. Final Report, May 17, 1989 - June 30, 1991.
PUB DATE- Jun 91
NOTE- 17p.; For related documents, see PS 021 952-954.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Biological Parents; Children; *Family Counseling; Family Programs; *Foster Children; Parent Child Relationship; Pilot Projects; Program Descriptions; *Program Effectiveness; Social Services; *Social Workers
IDENTIFIERS- *Family Reunification; Michigan

In 1989, Boysville of Michigan received funding to design and implement a family reunification program that could be disseminated statewide and nationally for replication. The site for the pilot project was Detroit (Michigan) and surrounding children served by various projects. (ME)

ED 369 508 PS 022 109

Furman, Erna
Toddlers and Their Mothers: Abridged Version for Parents and Educators.
PUB DATE- 93
NOTE- 243p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Development; Daily Living Skills; Educational Research; *Emotional Disturbances; *High Risk Students; Outcomes of Education; *Parent Child Relationship; *Preschool Curriculum; *Preschool Education; Program Descriptions; Program Effectiveness; Teacher Student Relationship; *Toddlers
IDENTIFIERS- *Hanna Perkins School OH

This book describes some of the activities of the Hanna Perkins School in Cleveland, Ohio, which was founded in 1950 to provide education and treatment for emotionally disturbed young children. Specifically, the book examines the experiences and findings of the Mother-Toddler Group, established at the school in 1985, which enrolls 6 toddlers and their mothers for a twice-weekly morning session for a 1- or 2-year period. The program aims to help the children: (1) develop self-care in bodily needs and functions; (2) develop inner controls to help them deal with their social and material environment; (3) build a strong teacher-student relationship; (4) enjoy and master new skills and activities; and (5) prepare for their next developmental phase and entry into nursery school. Chapter 1 serves as an introduction, while chapter 2 outlines the program's educational curriculum. Chapters 3 through 11 discuss what has been learned through the project about toddlers' self-care, mother-child relationships, father-child relationships, toileting, coping with aggression, feelings, personality, playing, learning, socializing, and transition to nursery school. (Contains 31 references.) (MDM)

ED 369 509 PS 022 190

McCart, Linda
Changing Systems for Children and Families.
SPONS. AGENCY- National Center for Service Integration, New York, NY.
PUB DATE- 93
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agency Cooperation; Attitude Change; *Change Strategies; Early Childhood Education; *Family Programs; *Federal State Relationship; Financial Support; Incentives; Information Networks; Management Systems; Personnel Management; *Public Policy; *Resistance to Change; Social Services; State Agencies
IDENTIFIERS- National Governors Association; *Reform Strategies

This document summarizes the results of research on reform of state and national policy affecting families and children. The document begins with a rationale for change, and follows with four chapters that identify barriers stemming from attitudes, system organization, resource limitations, and technical problems. Each chapter suggests strategies for overcoming these

PUB DATE- Mar 93
NOTE- 17p.; The material contained in this booklet is adapted from UNICEF's "Towards a Comprehensive Strategy for the Development of the Young Child."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Development; Child Health; Child Welfare; Cognitive Development; Definitions; *Developing Nations; *Early Childhood Education; *Educational Strategies; Foreign Countries; International Programs; *Program Implementation; Public Policy; *Young Children
IDENTIFIERS- *UNICEF

This booklet discusses the opportunities and challenges for improving the educational opportunities of young children in the developing world in light of recent political and economic changes, the United Nations Convention on the Rights of the Child (1989), the World Conference on Education for All (1990), and the World Summit for Children (1990). After defining child development, child care, and early childhood development programs, the importance of learning in the early years is examined. Young children learn by constructing knowledge, social interaction, exploration, inquiry, and play. Effective programming approaches must: (1) educate caregivers (2) promote community development; (3) deliver a service; (4) strengthen national resources and capabilities; (5) strengthen demand and awareness; (6) develop national child care and family policies; and (7) develop supportive legal and regulatory frameworks. The health, social, emotional, and educational benefits of early childhood development programs are also examined. The booklet ends with a call to action to proceed toward an enlightened program of child survival and development. (MDM)

ED 369 530 PS 022 273

Reginatto, Emilia
Improving Knowledge and Competency of Early Childhood Providers Through an In-Service Multicultural Bilingual Program.
PUB DATE- 93
NOTE- 51p.; Ed.D. Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; *Bilingual Education; *Cross Cultural Training; Cultural Awareness; Cultural Differences; Hispanic Americans; *Inservice Teacher Education; *Multicultural Education; Preschool Education; *Preschool Teachers; Teacher Attitudes; *Teacher Competencies; Teacher Workshops

This practicum was designed to provide a multicultural, bilingual inservice training program for the staff of six early childhood centers serving a large Hispanic population. The inservice training consisted of weekly seminars, guest lectures, classroom observations, and feedback interviews with center directors and executives of agencies that cater to a Hispanic clientele. Assessment instruments were developed and administered to evaluate the teaching knowledge and competency of the 10 participants before and after the intervention. Pre- and postintervention tests demonstrated that all 10 participants increased their teaching knowledge and competency, European and North American-based partners in the promotion of international Child-to-Child activities. Over 30 projects are described in greater detail in order to give examples of the range of different activities. There are seven sections in the book. The first section discusses the Child-to-Child idea and its implementation. The second section lists different activities grouped in the following three categories: Child-to-Child materials as a resource for health education; Child-to-Child approaches within the formal education system; and Child-to-Child action organized outside formal education. The third section lists Child-to-Child activities by country. The fourth section lists the European and North American-based partners in the promotion of international Child-to-Child activities. Expanded profiles of 32 selected Child-to-Child programs and projects are included in the fifth section. The sixth and seventh sections list Child-to-Child publications available from TALC (Teaching-Aids at Low Cost) and various other sources. (TJQ)

ED 369 550 PS 022 318

Bridge, Connie A.; Carney, J. Paige
LAP Reading Program: Every Child a Reader. UKERA Occasional Papers #0006.
SPONS. AGENCY- Appalachia Educational Lab., Charleston, W. Va.
PUB DATE- Apr 94
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Students; Higher Education; *High Risk Students; Inner City; *Kindergarten Children; Literacy; Low Income Groups; Parent Participation; Primary Education; Program Descriptions; Program Evaluation; *Reading Aloud to Others; *Reading Programs; *Tutoring

This paper examines the development, implementation, and evaluation of the LAP Reading Program. The program sought to provide low-income, inner-city kindergarten children with "lap reading" experiences (having adults read aloud to them) to increase their interest in and knowledge of books and reading. The 10-week program initially contained 25 children and 25 university students, who served as "lap tutors." The program also encouraged parents to read to their children at home. The LAP Reading Program succeeded in improving the children's scores on literacy tests and increasing levels of parent involvement in their child's reading. At the conclusion of the program, the university student tutors were surveyed on their perceptions of and feelings about the program. Survey results revealed that the tutors learned about ways to share books with children and about the various racial and ethnic backgrounds of the children involved. Six appendixes contain parent correspondence on the LAP Reading Program, tutor training materials, sample picture book stories read to the children, tutor observation forms, and parent surveys. (MDM)

ED 369 551 PS 022 319

Doescher, Susan M.; And Others
Encouraging Symbolic Play in Young Children: A Guide for Developing Creative and Imaginative Experiences.
PUB DATE- 91
NOTE- 63p.
LANGUAGE- English

Diagnostic Screen

The Social Skills Diagnostic Screen (SSDS), developed by the Fort McMurray School District in Alberta, Canada, in 1991-92, is a checklist which may be used by teachers, parents, counsellors, and students to ascertain a student's level of social development. The SSDS may also serve as a tool to specify or clarify specific social skills with which the student may require assistance. This manual examines the development of the SSDS, explains its administration and scoring, and includes a copy of the test itself. The SSDS assesses personal and interpersonal factors, social reasoning skills, and classroom behaviors, and is part of a three-level approach to measuring and reporting students' social skills. The first level is reporting to parents, at report card time, the social development of their children. Should the parent or teacher require further information regarding social development, the SSDS can be used as the second level. The third level of measurement requires the administration of standardized instruments by qualified professionals. Four appendixes contain SSDS pilot test results, mean scores by grade and sex, the SSDS itself, and an SSDS composite profile form.

ED 369 570 PS 022 389

A Study To Identify and Measure Desirable Student Social Outcomes.
SPONS. AGENCY- Alberta Dept. of Education, Edmonton.
PUB DATE- 93
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Behavior Standards; Check Lists; Diagnostic Tests; Elementary Education; *Elementary School Students; Foreign Countries; Interpersonal Competence; Scoring; Screening Tests; *Social Behavior; Social Development; *Student Evaluation; *Test Construction
IDENTIFIERS- *Fort McMurray School District AB; *Social Skills Diagnostic Screen

This report outlines the work of the Fort McMurray School District in Alberta, Canada, to develop a set of indicators of and standards applicable to students' social skills, behaviors, and attitudes. The indicators and standards are intended to be used to assess the quality of a selected portion of the district's education program and delivery. The report describes the development of an expanded model of social competence, the use of standardized instruments, and the development of a three-level approach to measuring and reporting social skills development. At the center of this approach is the Social Skills Diagnostic Screen (SSDS), a checklist developed by the district to ascertain a student's social development. The first level of the three-part approach is reporting to parents, at report card time, the social development of their children. Should the parent or teacher require further information regarding social development, the SSDS can be used as the second level. The third level of measurement requires the administration of standardized instruments by qualified professionals. Four appendixes contain SSDS pilot test results, examples of district report cards, the SSDS itself, and an SSDS composite profile form. (MDM)

ED 369 571 PS 022 390

Glewwe, Paul; Jacoby, Hanan

Beckner, Weldon; Barker, Bruce O.
Technology in Rural Education. Fastback No. 366.
PUB DATE- 94
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Access to Information; Computer Assisted Instruction; Databases; *Distance Education; Educational Needs; *Educational Technology; Electronic Mail; Elementary Secondary Education; *Information Networks; *Rural Education; Staff Development; Technological Advancement; *Telecommunications

The use of educational technology in rural schools can maximize the natural advantages of rural schools and alleviate the disadvantages. Rural schools often face geographic isolation, shortages in specialized staff, low student enrollments, small numbers of special needs students, limited program offerings for students, and limited opportunities for staff development for teachers and administrators. In 1992, the National Congress on Rural Education identified barriers to the improvement of rural education in the areas of funding, provision for special circumstances of rural education, staff development, adequate and qualified teaching personnel, administrator work overload, and remedial education. Technology can overcome or alleviate these barriers. Technology available for rural schools includes personal computers and software, and distance learning and telecommunication technologies, such as audiographics, two-way interactive television, electronic mail, electronic bulletin boards, online databases, and information networks. Library technologies offer specialized CD-ROM discs for reference services and telecommunications networks for online library searches. Technology use in rural schools should be evaluated in terms of whether or not it serves the purpose for which it is employed and what data supports the evaluation. To make successful improvements, rural school leaders must establish a climate of trust and openness, evaluate and screen the various possibilities for improvement, and provide administrative and financial support for the change effort. (KS)

ED 369 587 RC 019 557

Montgomery, Diane, Ed.
Rural Partnerships: Working Together. Proceedings of the Annual National Conference of the American Council on Rural Special Education (ACRES) (14th, Austin, Texas, March 23-26, 1994).
PUB DATE- Mar 94
NOTE- 477p.; For selected individual papers, see RC 019 558-608. For the 1993 proceedings, see ED 358 980.
LANGUAGE- English
EDRS Price- MF01/PC20 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Cooperative Programs; Delivery Systems; Disabilities; *Educational Cooperation; Education Work Relationship; Elementary Secondary Education; Family School Relationship; Higher Education; *High Risk Students; *Mainstreaming; Regular and Special Education Relationship; Rural Areas; *Rural Education; School Community Relationship; *Special Education; *Teacher Education; Transitional Programs

This proceedings contains 60 conference papers that address critical issues related to rural education, special education, teacher training, school reform, and services for students who are at risk. The conference theme of rural partnerships recognizes the diversity of the ACRES membership and the need

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Alternative Teacher Certification; College Programs; Elementary Secondary Education; Higher Education; *Nontraditional Education; *Program Evaluation; Special Education; *Special Education Teachers; *Teacher Education; Teacher Shortage
IDENTIFIERS- Alternative Teacher Education; *Houston Independent School District TX; *San Jose State University CA

Alternative certification programs allow individuals with college degrees in other fields to enter teaching without enrolling in traditional campus-based teacher education programs. These programs are designed to reduce the time and expense of obtaining teaching credentials through a streamlined curriculum coupled with intensive on-the-job supervision. This report focuses on alternative certification programs operated by the Houston Independent School District (Texas) and by San Jose State University (California). Both programs were evaluated through on-site visits; review of program documents and operations; and interviews with key personnel, prior and current trainees, trainee mentors, and employers. Programs were similar in that they relied on collaborative agreements for program implementation, employed similar systems of trainee supervision, and used a state-mandated exit exam for program completion. Program distinctions included differing sponsoring agencies, nature of recruitment and eligibility process, trainee orientation process, delivery of instruction, and program philosophies. Participants in both programs agreed that alternative certification programs are a viable option for the preparation of special education personnel, addressing teacher shortages and attracting qualified individuals. Project staff in both programs asserted the superiority of the programs over typical inservice training for special educators working on emergency or provisional teacher permits. (Contains 40 references.) (LP)

ED 369 604 RC 019 574

Bull, Kay S.; And Others
Portfolio Assessment in Teacher Evaluation: A Comparison of the Perspectives of General and Special Education Administrators and Teachers.
PUB DATE- Mar 94
NOTE- 14p.; In: Montgomery, Diane, Ed. Rural Partnerships: Working Together. Proceedings of the Annual National Conference of the American Council on Rural Special Education (ACRES) (14th, Austin, Texas, March 23-26, 1994); see RC 019 557.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Elementary Secondary Education; Evaluation Methods; *Portfolios (Background Materials); *Rural Education; Special Education Teachers; *Teacher Attitudes; *Teacher Evaluation; *Teacher Selection

Portfolio assessment, a technique traditionally used with elementary and secondary students, involves the presentation of a collection of individual work documenting the learner's efforts, progress, and achievement. Recently, it has been suggested that portfolio assessment be broadened in its application to include teacher hiring and evaluation. The types of documents suitable for teacher portfolios include teaching

Austin, Texas, March 23-26, 1994); see RC 019 557.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cognitive Mapping; *Creative Development; Creativity; *Educational Strategies; Gifted; Intermediate Grades; Junior High Schools; Learning Disabilities; *Mainstreaming; Metacognition; Middle Schools
IDENTIFIERS- *Concept Mapping; *Middle School Students; West Virginia

Teaching strategies that foster academic achievement for special and regular education students in the same classroom are crucial for successful student integration. One such approach is creativity training, which may aid all students in the development of concept mapping, a metacognitive strategy that allows students to integrate creative relationships between concepts. Training in concept mapping was completed by 120 rural West Virginia students in grades 5-7, comprising equal numbers of learning disabled, gifted, and regular education students. Half of each ability group then completed 10 hours of creativity training, while the rest received no further training. Across all three ability groups, experimental subjects who received creativity training scored significantly higher than control subjects in posttest concept mapping. A benefit of the creativity training intervention may be the development of metacognition strategies as measured by concept mapping. Students were encouraged during the training to be more fluent, flexible, original, and elaborative. Anecdotes about two learning disabled students who had completed the creativity training illustrate the positive impact of the training. (SV)

ED 369 622 RC 019 592

Fletcher, Ruth; Cole, Jack T.
Don't Kill the Messenger! Conducting Program Evaluation and Facilitating Change through Negotiated Evaluation.
PUB DATE- Mar 94
NOTE- 9p.; In: Montgomery, Diane, Ed. Rural Partnerships: Working Together. Proceedings of the Annual National Conference of the American Council on Rural Special Education (ACRES) (14th, Austin, Texas, March 23-26, 1994); see RC 019 557. Figure contains small type.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; Cooperatives; Educational Change; Elementary Secondary Education; *Evaluation Methods; Models; *Participative Decision Making; *Program Evaluation; Regional Programs; Rural Schools; School Districts; Special Education
IDENTIFIERS- *Negotiated Evaluation; *New Mexico; Stakeholders

This report describes a negotiated evaluation model used to examine the effectiveness of 10 regional center cooperatives (RCCs) that assist small rural New Mexico school districts in implementing provisions of the Individuals with Disabilities Education Act. The 9-month evaluation aimed to determine the scope of existing RCC services, the distribution of funding to member school districts, and the feasibility of RCCs assuming fiscal responsibility for program implementation. Evaluation consisted of 12 steps involving extensive consultation and negotiation with program stakeholders, including school curricula, and pop culture, and profiles 27 Chicanas who have contributed to U.S. political history, education, and the arts. "A Comprehensive Approach to Gender Equity" (Jose A. Cardenas) discusses three forms of inequitable treatment of female students (gender bias in the classroom, exclusion of females from traditionally male activities, and sexual harassment), and outlines 10 elements in a comprehensive school plan to provide equal educational opportunities to female students. "Mixed Messages: Gender Equity and My Teenager" (Sally Carter) reflects on the chasm between the upbeat gender-equitable slogans heard on television and the realities of gender bias experienced in the classroom and elsewhere. "Sexual Discrimination and Bias in Education: The Status of Women in the 1990s" (Linda Cantu) describes five areas of disparity in how males and females are treated in the classroom; lists facts depicting the status of females in elementary and secondary education, higher education, and employment; and suggests teacher strategies to eliminate gender bias in school. "Gender Equity in Math and Science Education" (Conchi Salas) suggests that, to improve female achievement and participation in math and science, four issues must be addressed: socialization into gender roles, cognitive style, teacher-student interactions, and curricular choices. "Combating Students' Peer-to-Peer Sexual Harassment: Creating Gender Equity in Schools" (Michaela Penny-Velazquez) defines sexual harassment, summarizes findings of a student survey on sexual harassment, and outlines proactive steps to prevent sexual harassment in schools. Includes lists of additional readings and resource organizations. (SV)

ED 369 640   RC 019 610

Cardenas, Jose A.
A Comprehensive Approach to Gender Equity.
PUB DATE- Mar 94
NOTE- 5p.; In: IDRA Focus: Gender Equity; see RC 019 609.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Change Strategies; Educational Change; Educational Environment; Elementary Secondary Education; Equal Education; *Females; *Nondiscriminatory Education; *School Policy; Sex Bias; Sex Discrimination; *Sex Fairness; Womens Education

The advent of gender equity in schools has not been much easier than the advent of equality of educational opportunity for other atypical segments of the school population. Three common types of inequitable treatment of female students are gender bias in the classroom, exclusion of females from traditionally male activities, and sexual harassment. Minority and disadvantaged girls are recipients of discrimination in several forms. They are discriminated against their minority status; within their own racial and socio-economic groups; as well as by predominantly male policy formulation. The treatment and performance of female students will not change until a new educational paradigm is developed and implemented, one that sees all students as valuable and worthy of equitable treatment. To be successful, the new paradigm must incorporate three characteristics of previous successful innovative programs: the valuing of all students; provision of support services; and development of new interrelationships among home, school, and community. A comprehensive approach to gender

EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Access to Education; Accountability; Annual Reports; Career Development; *Educational Objectives; Educational Quality; Elementary Secondary Education; Equal Education; Foreign Countries; Intellectual Development; Relevance (Education); *School Role; Social Development
IDENTIFIERS- *British Columbia; *British Columbia Ministry of Education

This Ministry of Education report describes the effectiveness of the British Columbian school system in educating learners. A picture of the school system as seen in the performance of students and schools in 1990-1991 is presented. The report focuses on results that are representative of the province-wide performance of students and schools and contains descriptions, anecdotes, and photographs of schools and school districts of British Columbia. The first section describes the performance of British Columbia learners in achieving the three educational goals of the school system in student development: (1) intellectual; (2) human and social; and (3) career. The second section details the extent to which the school system demonstrates five attributes: (1) accessibility; (2) relevance; (3) equity; (4) quality; and (5) accountability. The two initial appendices list sources of information and key Ministry publications. The third appendix presents 13 detailed tables of data. (Author/CK)

ED 369 661 SO 022 927

Borman, Kathryn M., Ed.; O'Reilly, Patricia, Ed.
Images of the Foundations.
SPONS. AGENCY- Cincinnati Univ., Ohio.
PUB DATE- 91
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Philosophy; *Foundations of Education; Higher Education; Instructional Development; Moral Values; *Preservice Teacher Education; *Social Attitudes; Social Change; Social Influences; Sociocultural Patterns; Student Teacher Attitudes; Student Teaching; Undergraduate Study
IDENTIFIERS- Postmodernism; Social Foundations

This theme issue of the serial "Educational Foundations" contains five articles devoted to the "Images of the Foundations." In "Through the Disarray of Social Foundations: Some Some Notes Toward a New Social Foundations" (Erwin V. Johanningmeier) traces developments in the field and challenges a move beyond the images of school and society based on the transition to an industrial economy. In the second article, "'Maybe When I Have My Own Classroom...': Foundational Irrelevance in Pre-Service Teacher Education," Don Dippo highlights the frustrations of undergraduate students in foundations courses who are involved in student teaching. Svi Shapiro's "Postmodernism and the Crisis of Reason: Social Change or the Drama of the Aesthetic?" examines the political, moral, and spiritual implications of postmodern intellectual thought. In "Education and the Service Ethic," Robert C. Serow provides an historical analysis of the origins and development of the service ethic in the United States and an argument for the inclusion of moral education in the curriculum. In the fifth article, "Fundamental Pedagogics:

Eliot, John; McWhinnie, Harold
A Study of Sex Differences among Art Students on Spatial Abilities.
PUB DATE- 90
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Ability Identification; Aptitude Tests; *Art Education; Artists; *College Freshmen; Higher Education; *Majors (Students); Research Methodology; *Sex Differences; *Spatial Ability
IDENTIFIERS- Eliot Spatial Dimensionality Test Battery

This study reports data concerning spatial abilities of professional art students. It is part of an ongoing collection of data on spatial abilities on the incoming freshman class at a large major private art school. The battery of eight tests has proven to be highly reliable and valid in previous studies with the specific population. Researchers examined 112 subjects in the fall of 1987 using the Revised Eliot Spatial Dimensionality Test Battery. The data showed no significant sex differences between male and female students. Possibly, the often observed sex differences on spatial tests that seem to favor the male subjects do not so differentiate in professional art school. Experts have identified such spatial skills as components of general fluid cognitive abilities, perceptual field independence, and the ability to perceive three dimensional spatial relationships. All these elements would seem to be the key skills for success in art school. The correlational data showed these skills to be highly related to each other for the specific population of the art school student. The construct validity of the spatial tests for study group was very high; for that reason, researchers selected the population for an extensive exploration of spatial abilities over a period of years. Findings may identify skills needed for success in art school and some of the positive outcomes of visual artistic education as a whole. (Author/SG)

ED 369 682 SO 023 729

Zhang, Shu Ya; Carrasquillo, Angela L.
Chinese-American Students: A Review of the Literature.
PUB DATE- 92
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Bilingual Students; *Chinese Americans; *Chinese Culture; *Cultural Traits; Demography; Educational Mobility; Higher Education; *Immigrants; Occupational Mobility; *Parent Role; Statistical Analysis

This document reviews the literature on subjects relating to Chinese-American students. The paper presents information under six major headings: (1) "Asian Immigrants in the United States: Demographic Data"; (2) "Economic and Educational Background of Asian Immigrants"; (3) "Chinese-American Students: Who Are They?"; (4) "Academic and Language Characteristics of Chinese Students"; (5) "The Chinese Culture"; and (6) "Parents' Influence." Extensive statistical data appear in the report, as do a large number of quotations from reference sources. Taken together, the data portray Chinese immigrants to the United States, on the whole, as relatively well educated and supportive of education, highly paid, consisting of large environmental. These citizen movements show students how people have created change over the course of U.S. history. Section 3 presents 12 techniques for participation that citizens throughout U.S. history have used and continue to use to affect change. Section 4 describes 10 projects that students can undertake within the school or in the community to practice problem solving. In addition, 75 student activity ideas provide options for students to decide issues in their schools and communities they want to resolve. An extensive resource section list citizens groups, publications, teaching materials, and videos. (CK)

ED 369 701 SO 023 881

Wineburg, Samuel S.; Kleinfeld, Judith, Ed.
Mr. Stinson's Vietnam: Moral Ambiguity in the History Classroom. Teaching Cases in Cross-Cultural Education, No. 11.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- 93
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Case Studies; *Controversial Issues (Course Content); Discussion (Teaching Technique); *Ethical Instruction; Foreign Countries; *History Instruction; Moral Values; Problem Solving; Secondary Education; Teacher Role; United States History; *Vietnam War
IDENTIFIERS- *Vietnam

This document proposes a case study approach to U.S. history instruction. The method which the document suggests arises from an actual class discussion of the My Lai massacre that occurred during the Vietnam War. A sample class discussion concerns the setting of standards to guide national and international affairs and the particular standards that the United States applied in fighting the War in Southeast Asia. The document's main section entitled "Immediate and Long-Term Teaching Options" presents three approaches to such a case study approach: (1) "Choices in the Heat of Discussion"; (2) "Possibilities for Follow Up"; and (3) "Additional Questions and Issues." (SG)

ED 369 702 SO 023 887

Co-Operation for Reinforcing the Development of Education in Europe (CORDEE). Final Report of the Regional Consultation Meeting (Paris, February 12-15, 1991).
PUB DATE- Apr 91
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Citizenship Education; Elementary Secondary Education; Foreign Countries; Higher Education; *International Cooperation; *International Educational Exchange; *International Programs; Multicultural Education
IDENTIFIERS- *Europe

This report discusses a meeting to examine proposals for a new European program in the field of education. The assistant director for education stressed the United Nations Educational, Scientific, and Cultural Organization's (UNESCO) concern that its attempt at developing cooperation in the field of education in Europe may build up yet another new bureaucracy and result

19,000 people still live. George Peabody influenced individuals to support education, and his legacy serves as a reminder to others. (CK)

ED 369 721 SO 023 976

Wilson, John S.; And Others
Gender Differences in Course Selection Criteria: Academically Talented Students in an Intensive Summer Program.
PUB DATE- 93
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academically Gifted; *Course Selection (Students); Educational Research; Secondary Education; *Sex; *Sex Differences; *Student Motivation; Summer Programs

In recent research, female adolescents have been found to prefer history, language, and writing courses, while male adolescents have been found to prefer mathematics and science courses. These gender differences in course selection occurred despite the fact that female and male adolescents performed equally well in these courses. This study examines the motivational factors contributing to course selection in a sample of highly talented adolescents enrolled in the Duke University Talent Identification Program (TIP) Summer Residential Program, an intensive 3-week academic experience for exceptionally talented adolescents. Girls and boys selected different types of classes, with course participation falling along traditional gender stereotyped lines. Boys and girls both performed exceptionally well, and said they took the course they did because the subject was interesting. However, females more often than males enrolled in classes because they perceived them as challenging, different than usual, not offered at school, and as making them more well rounded. Males more often than females selected classes because they thought they would do well and because they viewed these classes as being useful for further schooling or career. The possible role of parenting in contributing to these gender differences, and the implications of the study findings for overall educational goals are discussed. (The TIP end-of-course questionnaire is attached.) (Author)

ED 369 722 SO 023 977

Milton, Henry
Improving the Critical Thinking Skills of Ninth Grade World History Students by Integrating Critical Thinking Skills and Course Content.
PUB DATE- 93
NOTE- 82p.; Ed.D Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Critical Thinking; Curriculum Development; *Decision Making; Educational Research; Evaluative Thinking; Grade 9; High Schools; *History Instruction; Problem Solving; Social Studies; Student Development; Teaching Methods; *Thinking Skills; *World History
IDENTIFIERS- Blooms Taxonomy

Association for the Advancement of Health Education (Denver, CO, April 14, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Techniques; Cooperative Learning; *Decision Making Skills; *Ethics; *Health Education; Higher Education; Interviews; Learning Strategies; Simulation; *Teacher Education; Teacher Educators; *Teaching Methods; *Thinking Skills; Writing Assignments
IDENTIFIERS- Case Method (Teaching Technique); *Preservice Teachers; Reflective Thinking

The health education profession involves content areas which provide a plethora of opportunities for discussing ethics and ethical reasoning. This presentation advocates ethics instruction as an important component of professional preparation programs for health educators. The main goal of ethics instruction is to assist students in developing higher order thinking skills. This paper recommends that any discussion of ethics instruction begin with an explanation of ethical principles such as autonomy, beneficence, justice, nonmaleficence, fidelity, and professional accountability. Focus can then turn towards the following steps involved in making ethical decisions: analyzing, weighing, justifying, choosing, and evaluating. A variety of successful teaching strategies that can be employed when implementing ethics instruction are described and include: case studies, case studies and cooperative learning, interviews, timed/focused writings, and simulations. (Contains 11 suggested resources.) (LL)

ED 369 742 SP 035 183

Gettys, Cynthia M.; Holt, Mary Ann
Survey Assessment of Paideia Teachers Perceptions Concerning Professional Staff Development.
PUB DATE- Nov 93
NOTE- 19p.; Paper presented at the Mid-South Educational Research Association (New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Conventional Instruction; Discussion (Teaching Technique); Educational Methods; Elementary School Teachers; Elementary Secondary Education; *Faculty Development; Higher Education; *Inservice Teacher Education; Lecture Method; *Needs Assessment; *Nontraditional Education; Questioning Techniques; Secondary School Teachers; Small Group Instruction; Surveys; *Teacher Attitudes; Teaching Models
IDENTIFIERS- Chattanooga Public Schools TN; *Paideia

This study sought to determine how teachers (n=61) at two Paideia schools in Chattanooga (Tennessee) perceived the professional staff development activities provided for them as they made the transition from a traditional direct instruction model of teaching to a nontraditional three-column model of instruction which included didactic presentations (lecture), Socratic questioning (seminars and discussions), and coaching (skill development in small groups with teachers and/or tutors). Findings showed that: (1) 47 percent of lower level (grades K-5) teachers and 29 percent of upper level (grades 6-12) teachers felt that they needed additional training in didactic presentations; (2) 27 percent of lower level teachers and 11

IDENTIFIERS- *Utah State Office of Education

The 10 Technical Assistance Manuals compiled in this document were produced under cooperative agreements between the Utah State Office of Education and several school districts. Each module, an entity unto itself, is designed to assist classroom teachers with developing behavioral and educational strategies, concentrating on the objectives, techniques, effectiveness, design, methodology, and student motivational enhancement. The 10 manuals are titled: (1) "Contracting To Enhance Motivation"; (2) "Homenotes To Improve Motivation"; (3) "ISS: In-School Suspension"; (4) "Advertising for Success" (also known as public posting); (5) "Reductive Procedures: Time-Out and Other Related Techniques"; (6) "Reprimands and Precision Requests"; (7) "Self-Recording To Enhance Performance"; (8) "Teacher Praise"; (9) "Using Group Contingencies To Improve Academic Achievement"; and (10) "Using Overcorrection To Improve Academic Performance." Each manual includes a case study and references. (LL)

ED 369 761 SP 035 206

Horan, Carolyn B.; Lambert, Vicki
Evaluation of Utah Career Ladder Programs.
PUB DATE- Jan 94
NOTE- 160p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Beginning Teachers; *Career Ladders; *Elementary School Teachers; Elementary Secondary Education; Employment Level; Faculty Development; Incentives; Job Enrichment; Performance Factors; Principals; *Program Attitudes; Program Costs; *Program Effectiveness; Program Evaluation; *Secondary School Teachers; State Programs; *Teacher Promotion; Teaching Experience
IDENTIFIERS- Utah; *Utah Career Ladder Program

This report recounts the establishment of the Utah Career Ladder Program, reviews findings from prior evaluations of the program, and describes in detail the 1993 evaluation authorized by the Utah State Legislature. The report also covers questions about the impact of the program in general. Chapter 1 provides a history of the Utah Career Ladder Program from its inception in 1984 through 1992-93. Chapter 2 describes the evaluation study, including its purpose, significance, and method of data collection. Chapter 3 presents a detailed analysis of the results of 836 surveys returned by teachers and principals. Chapter 4 compares results of 20 similar questions asked on the 1985, 1990, and 1993 surveys. Chapters 5-8 are organized around the analyses of four components of the Utah Career Ladder Program: performance bonus, job enlargement, ladder levels, and extended days (staff development and new teacher incentives are included in descriptions of the other four components). Chapter 9 outlines possible undesirable effects based on the survey data and quotations from teachers and principals. Chapter 10 covers the summary of costs, benefits, and data collected during the evaluation of the program. The study concludes with comments from the evaluator. Among both teachers and principals the extended days component was the most popular; job enlargement was rated second highest by teachers and third highest by principals; staff development was rated second highest by principals and third by teachers. An interview protocol and copies of teacher and principal surveys are appended. (LL) programs. Section 3 provides information regarding the fiscal health of SCDEs and data on financial resources expended for teacher education programs. Section 4 profiles practicing teachers with respect to race/ethnicity, gender, age, and salary, looks at characteristics of practitioners who move, stay, or leave the profession; and provides some comparative tables relating teachers to other professionals. (LL)

ED 369 780   SP 035 244

Teacher Education Pipeline III: Schools, Colleges, and Departments of Education Enrollments by Race, Ethnicity, and Gender.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 94
NOTE- 103p.; For a related document, see ED 328 549.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Black Colleges; Elementary Secondary Education; *Enrollment Trends; *Ethnic Distribution; Females; Higher Education; Males; National Surveys; Preservice Teacher Education; *Racial Composition; Regional Characteristics; *Schools of Education; Teacher Education Programs; Teaching (Occupation)
IDENTIFIERS- American Association of Colleges for Teacher Educ; *Preservice Teachers

This report provides a general description of the status of a multicultural teaching force; it identifies enrollment numbers of students in the teacher education pipeline by race/ethnicity and gender. The pipeline survey provides a means of assessing the need for teachers of color at the K-12 level; the potential pool of minority teachers in the postsecondary sector; and prospects for beginning teachers in schools, colleges, and departments of education (SCDE) enrollments. Usable responses were received from 712 institutions for a response rate of 60 percent. The report is organized in three sections. Section 1 highlights key points regarding the growth and diversity of the nation's K-12 and postsecondary sectors. It offers national summary data on SCDE enrollments by race/ethnicity and gender, institutional type, and academic field. Section 2 provides regional profiles (Northeast, Southeast, Central, and Western) in elementary and secondary school enrollment, and the diversity of SCDE enrollments. Section 3 provides state SCDE enrollment figures by race/ethnicity, gender, and specialty area (early childhood, elementary, secondary, special, bilingual, and vocational education) and level (baccalaureate, postbaccalaureate, and doctoral). Data are graphically displayed in 50 tables. Technical notes, response rates, and a copy of the survey instrument are appended. (LL)

ED 369 781   SP 035 247

Emmer, Edmund T.; And Others
Classroom Management for Secondary Teachers. Third Edition.
PUB DATE- 94
NOTE- 212p.; For related volume, see SP 035 248.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Beginning Teachers; Case Studies; Check Lists;

bursaries, loans, and other forms of financial aid appear under the heading "Awards" and are arranged in alphabetical order and then numbered. The book is divided into two main parts: "First Diplomas and Bachelor's Degrees"; and "Advanced Diplomas and Postgraduate Degrees." Under each main part are listed an index of fields of study for which an award is available, a list of the awards themselves, and an index of the institutions where the awards are held. Information concerning each award includes the number available, its value, duration, eligibility, closing date for applications, whether a service contract exists, and where further information about the award can be obtained. (GLR)

ED 369 337 HE 027 376

Roodt, J., Comp.; And Others
Natural, Mathematical, and Computer Sciences. Financial Assistance for Study after Standard 10.
PUB DATE- 93
NOTE- 78p.; For related documents, see HE 027 368-377.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Computer Science; *Degrees (Academic); Eligibility; Fellowships; Foreign Countries; Graduate Study; Grants; Higher Education; *Mathematics Education; Natural Sciences; Postsecondary Education; *Scholarships; *Student Financial Aid; *Student Loan Programs; Undergraduate Study
IDENTIFIERS- *South Africa

This guide, the eighth in a set of nine, presents a summary of financial assistance available to students of natural, mathematical, and computer sciences for obtaining a certificate, diploma, or degree after Standard 10 at a university, college, or technikon located in South Africa. The bursaries, loans, and other forms of financial aid appear under the heading "Awards" and are arranged in alphabetical order and then numbered. The book is divided into two main parts: "First Diplomas and Bachelor's Degrees"; and "Advanced Diplomas and Postgraduate Degrees." Under each main part are listed an index of fields of study for which an award is available, a list of the awards themselves, and an index of the institutions where the awards are held. Information concerning each award includes the number available, its value, duration, eligibility, closing date for applications, whether a service contract exists, and where further information about the award can be obtained. (GLR)

ED 369 338 HE 027 377

Roodt, J., Comp.; And Others
Medical and Related Fields. Financial Assistance for Study after Standard 10.
PUB DATE- 93
NOTE- 61p.; For related documents, see HE 027 368-376.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Allied Health Occupations; *Degrees (Academic); Eligibility; Fellowships; Foreign Countries; Graduate Study; Grants; Higher Education; *Medical Education; Postsecondary Education; *Scholarships; *Student Financial Aid; *Student Loan Programs; Undergraduate Study
IDENTIFIERS- *South Africa

This guide, the last in a set of nine, presents a summary of financial assistance available to students of medicine and related fields for obtaining a certificate, diploma, or degree

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; *College School Cooperation; *Educational Change; Educational Objectives; Educational Policy; *Elementary Secondary Education; Futures (of Society); *Higher Education; Partnerships in Education; Policy Formation
IDENTIFIERS- *K 16 Councils

This paper proposes community-based "K-16" Councils as part of a movement to establish a new type of relationship between elementary and secondary schools and higher education. A preface describes the meeting that originated these ideas. A brief section follows describing the historical relationship of higher and secondary education and the two college-school partnership movements which failed to deeply involve higher education or to bring systematic change. Leaders from both systems are urged to join in a new effort based on systemic reforms, significant higher education reform (including teacher training, student admissions, and service delivery to schools), and mutual cooperation. At the local level, proposed K-16 Councils would analyze student achievement patterns through college, develop comprehensive systems change plans to improve student outcomes, and report annually to the public on student achievement patterns, effort to improve them and what parents and others can do to help. At the national level a national K-16 Council could promote establishment of local councils, provide a forum for dialogue and a home for research or projects of mutual interest, speak out on policy issues, and provide leadership. (JB)

ED 369 357 HE 027 396

Fleit, Linda H.
Self-Assessment for Campus Information Technology Services. Professional Paper Series, #12.
PUB DATE- 94
NOTE- 32p.; Datatel, Inc., Fairfax, VA funded the publication of this paper.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Accountability; Colleges; Educational Quality; Evaluation; Evaluation Criteria; Evaluation Methods; Evaluation Utilization; Guidelines; Higher Education; *Information Services; *Information Technology; Institutional Evaluation; Questionnaires; *Self Evaluation (Groups); Standards
IDENTIFIERS- CAUSE

This paper is a guide to self-assessment of campus information technology services and includes an assessment questionnaire and guidelines developed by CAUSE and EDUCOM. An introduction stresses the role of self-assessment in an overall quality improvement plan. The following section argues that pressures for higher education accountability and campus technology visibility both make the present a particularly good time for self-assessment. The next section defines self-assessment as preventive medicine, a diagnostic tool, a comparative measure, and as a tool to promote alignment with users' assessments. A section on mechanics describes the four basic steps of an assessment: (1) asking questions, (2) answering them, (3) evaluating the results, and (4) constructing an action plan based on what the results revealed. The following section

This document provides statistical data on the breadth of higher education activities in the state of North Carolina for the 1993-94 academic year ranging from simple counts of enrollment and degrees conferred to complex analyses of the flow of student transfers among institutions. The report is designed to provide legislators, educators, and other interested citizens of North Carolina with a statistical account of higher education that explains who is being educated, where they are being educated, and the resources supporting their education. It contains 84 tables of data covering the areas of: (1) current enrollment, (2) enrollment trends, (3) undergraduate transfers, (4) degrees conferred, (5) faculty, (6) library resources, (7) admissions, (8) student financial aid, (9) student housing, and (10) general data on full-time equivalent enrollment, total allocations made to the state's private colleges and universities, and state legislative tuition grants. Appendices include a list of sources for each data grouping and the definitions of terms used in the report. (GLR)

ED 369 377 HE 027 417

Julius, Daniel J., Ed.
Managing the Industrial Labor Relations Process in Higher Education.
PUB DATE- 93
NOTE- 373p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - General (140)
DESCRIPTORS- *Arbitration; *Collective Bargaining; Colleges; Comparable Worth; *Employer Employee Relationship; Essays; *Faculty College Relationship; *Grievance Procedures; Higher Education; Labor Legislation; *Labor Relations; Unions; Universities

This book contains 25 essays on the subject of industrial relations divided into the following parts: Essays and their authors are as follows: "The Context of Collective Bargaining in American Colleges and Universities" (Kenneth P. Mortimer); "Transformation of the U.S. Collective Bargaining System: The Impact on Higher Education" (James P. Begin); "Challenges to the Academy" (Irwin H. Polishook); "The Responsibilities of Trustees and Presidents" (David J. Figuli); "The Collective Bargaining Process and the Potential for Productive Outcomes" (Ray A. Howe); "The Importance of Establishing Bargaining Objectives" (Gary W. Wulf); "The Concept of Good Faith Bargaining and the Unilateral Implementation of Last Offer" (Nicholas DiGiovanni, Jr.); "Managing Faculty Employment Decisions: Making the System Accountable" (Barbara A. Lee); "Dispute Resolution: Making Effective Use of the Mediation Process" (Margaret K. Chandler); "Mediation in the Resolution of Collective Bargaining Disputes" (Ira B. Lobel); "Negotiating in an Anarchy: Faculty Collective Bargaining and Organizational Cognition" (Robert M. Birnbaum); "Effective Contract Administration" (Daniel J. Julius); "Guidelines for Handling Grievances at the Formal Level" (Jacob M. Samit); "The Preparation of Labor Arbitration Cases" (Nicholas DiGiovanni, Jr.); "How to Organize the Administration of a Multi-Campus System for Bargaining" (Caesar J. Naples); "Collective Bargaining with Public University Employees: Before and After Enabling Legislation" (Sandra L. Harrison); "Collective Bargaining for Employees of the State University of New York, an Effort at Labor/Management Cooperation" (Thomas M. Mannix); "The California Higher Education Employer-Employee Relations recommend standards, and funding through basic categorical grants. The department will further monitor implementation of programs and provide curriculum and program development consultation, as well as inservice education for administrators, teachers, and librarians. The province will maintain centralized materials and assist in the formation of an interlibrary network. The school divisions and districts will develop programs that meet standards defined by MET, implement and assess these programs, provide professional development, and ensure program and financial accountability. Two appendixes contain a glossary and a statement of learning goals for young people. (SLD)

ED 369 397   IR 054 961

The South Carolina Program for Library Development 1993-1996 under the Library Services and Construction Act (P.L. 101-254, FY 1994).
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE- 93
NOTE- 65p.; For an earlier report, see ED 355 961.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Criteria; Federal Government; *Financial Support; Interlibrary Loans; *Library Development; *Library Planning; *Library Services; Needs Assessment; Objectives; Policy Formation; Program Implementation; *Public Libraries; Shared Library Resources; State Libraries
IDENTIFIERS- Library Funding; Library Services and Construction Act; *South Carolina

The South Carolina State Library has prepared this document as a requirement of the Library Services and Construction Act (LSCA) to account for the use of funds granted under Titles I, II, and III, for library services, public library construction, and interlibrary and resource sharing, respectively. In addition to meeting the requirements of the law, this document serves as a basic statement summarizing the objectives, policies, and procedures planned for the improvement of library services in South Carolina and as a guide for libraries wishing to participate in the LSCA program. The following chapters are included: (1) "Introduction," an explanation of the long-range program; (2) "The Library Public" and its constituent groups; (3) "South Carolina's Libraries and Their Needs," an overview of the state's public and private libraries; (4) "Criteria, Priorities, and Procedures," arranged according to LSCA title; and (5) "Goals, Objectives, and Implementation," a statement of the major goals for expansion and improvement, with accompanying objectives. Seven tables provide statistics. (SLD)

ED 369 398   IR 054 965

Jones, Maralyn, Comp.
Collection Conservation Treatment: A Resource Manual for Program Development and Conservation Technician Training, Including "Report on Training the Trainers: A Conference on Training in Collection Conservation, Berkeley, California, April 28-May 2, 1992."
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, DC. Div. of Preservation and Access.
PUB DATE- 93
NOTE- 446p.
LANGUAGE- English

NOTE- 39p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrators; Evaluation Criteria; Evaluation Methods; *Librarians; *Library Administration; Library Surveys; *Personnel Evaluation; Professional Development; *Public Libraries; Supervisors
IDENTIFIERS- *Management Skills; Standardization; *Standardized Assessment System

Professional librarians working in public libraries are generally evaluated in a number of ways, including standardized forms. By collecting and studying these forms, it was proposed that certain management traits and behaviors could be identified and compared. A total of 115 libraries serving municipalities with populations of more than 50,000 were identified. Each was asked to provide copies of blank standardized evaluation forms, along with basic information about the library and its process of evaluation. Forty-four library directors returned the survey, some evaluations, or both; and 40 supplied only the evaluation forms, a response rate of 35 percent. A large majority used standardized evaluation forms. Most evaluations were annual, and most were performed by the immediate supervisor. The size of the library was not reflected in these statistics. Analyzing the forms identified the following seven basic management skills: (1) planning; (2) organizing; (3) staffing; (4) directing; (5) coordinating; (6) reporting; and (7) budgeting. Not all management skills were evaluated at all libraries, and the diversity makes it impossible to determine if library administrators are consistently concerned with the management skills of their staffs. Two tables list the skills identified and the types of questions on evaluation forms. Five appendixes contain the survey and other letters used to conduct the survey. (Contains 26 references.) (SLD)

ED 369 418 IR 055 064

Travaglini, Mark
Experience the Power: Network Technology for Education.
PUB DATE- Mar 94
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; *Computer Networks; Educational Technology; Elementary Secondary Education; Futures (of Society); Government Role; Information Dissemination; *Information Networks; Information Technology; Postsecondary Education; Public Agencies; Technological Advancement; *Telecommunications
IDENTIFIERS- *Internet; *National Center for Educational Statistics

This booklet provides a basic introduction to the application of electronic telecommunications networks to the challenge of meeting the nation's education goals. Topics covered include telecommunications networks; the Internet; the Network Center for Education Statistics (NCES) and network technology, including SPEEDE/ExPRESS (Standardization of Postsecondary Education Electronic Data Exchange/Exchange of Permanent Records Electronically for Students and Schools) and INet (Institutional Communications Network); and related NCES initiatives, including the National Cooperative Education for conducting program evaluations; (2) the performance of college-specific evaluations to take into account individual differences, with an emphasis on the formative aspect of evaluations; (3) an emphasis on collaboration with the institutions involved; and (4) the maintenance of autonomy, independence, and neutrality. The Commission's first priority is the evaluation of policies related to the evaluation of student achievement, after which programs of studies will be addressed. Excerpts from the legislative bill creating the CEEC and a Ministry position paper on the need for the CEEC are appended. (BCY)

ED 369 435 JC 940 260

Evaluating Institutional Policies on the Evaluation of Student Achievement: General Guidelines.
PUB DATE- Jan 94
NOTE- 23p.; Adopted by the Commission d'Evaluation de l'Enseignement Collegial, January 11, 1994. For related documents, see JC 940 259 and JC 940 261.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Outcomes Assessment; Community Colleges; *Educational Improvement; Educational Legislation; *Evaluation Criteria; *Evaluation Methods; Foreign Countries; Mission Statements; Outcomes of Education; Program Evaluation; *Program Implementation; *Program Validation; School Policy; *State Standards; Two Year Colleges
IDENTIFIERS- *Commission d Evaluation de l Enseignement Coll PQ

In June 1993, the Quebec Commission d'evaluation de l'enseignement collegial (CEEC) was created to conduct evaluations of the assessment of student achievement and quality of college programs of studies in the province. This report presents CEEC guidelines for evaluating institutional policies for the evaluation of student achievement (IPESA's). Following an introduction to the CEEC and its focus on IPESA's, the regulatory framework regarding IPESA's in Quebec is described, indicating that colleges are required to adopt and implement an IPESA and submit it to the CEEC for evaluation. Next, the CEEC's approach is described, highlighting its guiding principles that students have a right to fair evaluation, that the quality of the evaluation depends on the quality of the instruments used, that institutional diversity must be respected, and that the evaluation of student achievement is an essential component of the teaching process. Then, the essential components of an IPESA are presented, indicating that an IPESA must include descriptions of: (1) the institution's goals and objectives; (2) the rules, methods, procedures, and measures used to achieve the objectives; (3) the roles and responsibilities entrusted to various individuals and bodies; and (4) the methods and criteria used to evaluate the implementation of the IPESA. The final section provides the CEEC's criteria for evaluating IPESA's, including comprehensiveness, coherence, and relevance; the rulings the CEEC may render, from entirely satisfactory to unsatisfactory; criteria for evaluating the implementation of IPESA's, including compliance, effectiveness, and equivalence; and information on the CEEC's evaluation report. (BCY)

ED 369 436 JC 940 261

of these students followed through on the referral, while 35% of those who followed through successfully completed the course. The second project developed the Student Self-Assessment of Academic Progress (SSAP) form to gauge student opinions regarding academic difficulties 3 to 5 weeks into the term. In pilot testing in fall 1992, 1,160 SSAP forms were distributed to students in courses across the curriculum. Only 11% of these students thought that they were doing "poorly", while 14% stated "very well", 40% "good", and 35% "OK". Despite the small number of negative self-assessments, 37% of the students received non-passing grades. Reasons cited by students for difficulties included test anxiety and work or family obligations, while reasons for success included good note-taking/study habits and previous background. Recommendations included making faculty aware of early alert and providing appropriate training. The EARF, SSAP, sample letters of referral, tables of findings, and student comments are appended. (KP)

ED 369 453　　　　JC 940 280

Drug Information Units Project: A Resource Directory of Available Drug Education Information at Ashland Community College.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 92
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Community Colleges; Drug Abuse; Drug Addiction; *Drug Education; *Peer Counseling; Substance Abuse; Two Year Colleges
IDENTIFIERS- Ashland Community College KY

This bibliography provides a list of print and nonprint materials available at Ashland Community College (ACC) that deal with drug abuse education and prevention, along with information on other resources. Information on title, vendor, purchase price, and author is available for 10 books; 18 booklets; 2 audiocassette programs; 13 miscellaneous items (e.g., fact sheets and computer software); 61 pamphlets; 15 reports; and 36 videos. In addition, the names and toll-free numbers of 14 national hotlines and 7 local organizations providing services to families or victims of drug abuse are included. Finally, the addresses of the vendors from which items listed in the bibliography are available, and a list of books on drug abuse and prevention available at the ACC library are presented. Introductory material traces ACC's involvement in drug abuse education and prevention, indicating that the college was twice awarded funding to provide information and training related to drug abuse education and prevention. Through presentations conducted throughout the school year, college students, faculty, and staff had the opportunity to learn from Ashland area experts about health, legal, economic, employment, social and family relationship aspects of drug abuse. In addition, project staff established an up-to-date library of drug abuse education and prevention materials. The second grant funded the Drug Information Units Project, which features the use of Peer Educators, college students who are trained and committed to providing a variety of services to students, faculty, staff, and the entire ACC service area. (KP)

ED 369 454　　　　JC 940 281

more males working full-time and more females working part-time; (4) 66% viewed their job as closely related to their MCC education in the first year follow-up, 61% in the third year, and 63% in the fifth year; and (5) more respondents indicated an objective of transfer credit than actually reported transferring in the first year follow-up, while the reverse was true for the third and fifth years. The first, third, and fifth year survey instruments are appended. (KP)

ED 369 471 JC 940 307

Adams, Judith
Follow-Up Survey, Graduates of 1992-93.
PUB DATE- Mar 94
NOTE- 39p.; For a related employer follow-up study, see JC 940 308.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Transfer Students; Community Colleges; *Education Work Relationship; *Followup Studies; *Graduate Surveys; *Outcomes of Education; *Participant Satisfaction; Salaries; Student Attitudes; Student Characteristics; Two Year Colleges; Two Year College Students
IDENTIFIERS- Macomb Community College MI

As part of a program of graduate follow-up studies, Macomb Community College (MCC), in Michigan, regularly conducts surveys of graduates or certificate earners 1, 3, and 5 years after their departure from the college. In September 1993, surveys were mailed to 3,168 alumni from the class of 1992-93 requesting information on graduate characteristics, current employment/educational status, salary information, and perceptions of MCC. Study findings, based on responses from 1,249 former students, included the following: (1) 44% of the respondents indicated that their primary reason for attending MCC had been to prepare for a future job, 15% to improve existing job skills, and 35% to earn credit for transfer; (2) 78.3% of the respondents were employed at least part-time, with 43% in the services industry and 18% in the manufacturing sector, and 8.4% were unemployed; (3) 46% of the employed respondents indicated that their job was directly related to their education at MCC, while more than 40% said that they were employed in an unrelated field; (4) employed respondents' mean hourly salary was $11.79, the lowest in three years; (5) 12% of the respondents were full-time students, with nearly half of those answering the question (n=234) declaring that MCC prepared them for further coursework; (6) overall, 59% of the male respondents and 63.6% of the females indicated that they were very or extremely satisfied with their MCC experience. The survey instrument, an employer release of information form, and a list of occupations are appended. (KP)

ED 369 472 JC 940 308

Adams, Judith
Employer Follow-Up Survey, February-March 1994.
PUB DATE- 22 Apr 94
NOTE- 16p.; For the graduate follow-up report, see JC 940 307.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Education Work Relationship;

communities, an economically depressed, urban area. The Homebuilders Model, which emphasizes children's rights to their family, child safety, families' ability to change, family strengths, and flexible, time-limited services, was utilized. Families with children just coming into the foster care system were the target population. The Boysville Program provided 3 to 5 weeks of intensive services (5-20 hours per week) before children returned home and 5 weeks of intensive services after they returned home. Homebuilders' interventions consisted of cognitive and behavioral approaches, both hard and soft services, and behaviorally specific goals. The caseload size was two families for each caseworker. The caseworkers found that the problems confronting troubled families were more extreme versions of similar problems confronting any family and that parents were highly motivated to get their children back. During the project, 50 families were referred to the program; 40 (80%) completed the program; and 32 were reunited with their children. Problems encountered included difficulties in convincing social service workers and juvenile court judges about the mission and goals of family reunification. Progress in accomplishing each of the project's goals is assessed. (AC)

ED 369 490 PS 021 954

Family Reunification Project.
PUB DATE- 91
NOTE- 17p.; For related documents, see PS 021 952-953.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Biological Parents; Community Services; *Family Counseling; *Foster Children; *Mental Health Workers; Program Descriptions; Program Development; Program Effectiveness; *Social Services
IDENTIFIERS- *Family Reunification; Utah

Utah's Department of Human Services' Family Reunification Project was initiated to demonstrate that intensive, time-limited, home-based services would enable children in foster care to return to their natural families more rapidly than regular foster care management permits. The following steps were taken in project development: (1) sites were selected; (2) the research design and data collection instruments were developed to assess program effectiveness; (3) reunification workers were hired; (4) allied agencies and staff were informed about the project; (5) a steering committee developed the service model; and (6) reunification workers were trained. The project involved 57 children who received intensive reunification services and 47 control group cases. Of the experimental group, 52 were returned home within a 90-day period, compared to 12 of the control group. The service model included the following provisions: the reunification worker's caseload was limited to six families; services were limited to 90 days and were goal-oriented; workers spent an average of 35 hours in face-to-face contact with the families; the reunification worker was the primary therapist and liaison with community resources, as well as the caseworker; and services were family- rather than child-oriented. Success rates for family preservation will be determined in a 6-month follow-up. (AC)

ED 369 491 PS 021 955

Starting Solids: A Guide for Parents and Child Care Providers.
PUB DATE- 93

barriers. Problems stemming from attitudes include resistance to change, deficit mentality, over-specialization, public skepticism, politics, and "turf battles." Suggested strategies include: (1) formulating a clear vision; (2) instituting cross-disciplinary and cultural training; (3) soliciting public involvement; (4) communicating successes; (5) changing agency work environment; (6) building coalitions; and (7) developing collective ownership. Systems difficulties include lack of a policy framework, diffused authority, complexities of funding, inadequate communication among agencies, lack of commitment, and ineffective personnel management. Suggested solutions include providing leadership, delegating authority, combining coordinating bodies, establishing interagency councils, simplifying eligibility, adopting incentives, and reforming personnel systems. The resource problems are limited funding and lack of staff capacity, to be overcome by leveraging dollars, addressing categorical funding, and investing in professional development. Technical challenges include: (1) the length of time needed to launch new projects; (2) ineffective data management systems; (3) misinterpretation of federal regulations; (4) dearth of information on new approaches; (5) design difficulties; and (6) lack of access. Strategies for overcoming these technical problems include developing integrated information systems, sharing best practices, addressing confidentiality, and expanding model programs. (ME)

ED 369 510 PS 022 211

Hawes, Hugh, Ed.; Scotchmer, Christine, Ed.
Children for Health.
PUB DATE- 93
NOTE- 185p.; For a related book, "Facts for Life: A Communication Challenge," see ED 368 481.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Birth; Breastfeeding; *Child Health; Disease Control; Diseases; Foreign Countries; *Health Education; *Health Promotion; Hygiene; Immunization Programs; Nutrition; Prenatal Care; *Preventive Medicine
IDENTIFIERS- Birth Spacing; Birth Timing; Child Safety; Diarrhea; Malaria; *Maternal Health

This book is designed for those who work with children and who believe that children, in schools and as family members, need to be considered partners in spreading health messages as well as benefiting from them. It contains the messages included in "Facts for Life," a handbook that presents practical, low-cost ways of protecting children's lives and health. Part One contains seven chapters that discuss: who can use the ideas in this resource book; the "Facts for Life" concept; children as promoters of health; three levels of action in health program planning; the benefits of children's involvement; program implementation; and evaluation of programs. Part Two includes all of the sections from "Facts for Life," in a slightly different arrangement, as well as two additional sections prepared especially for this book. Each section includes a prime message and supporting information, objectives for children's understanding and action, activities for understanding and for taking action, a "basket of ideas," and evaluation questions. The 12 section topics are: (1) breastfeeding; (2) child growth; (3) child development; (4)

especially in relation to the importance of a bilingual, multicultural approach to teaching. Three appendixes contain questions asked of agency executives, questions asked of center directors regarding their perceptions of the caregivers on their staff, and a copy of the teaching practices assessment instrument. (MDM)

ED 369 531 PS 022 279

Charney, Ruth Sidney
Teaching Children to Care: Management in the Responsive Classroom.
PUB DATE- 93
NOTE- 306p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Classroom Communication; Classroom Environment; *Classroom Techniques; Conflict Resolution; *Discipline; Elementary Education; Language; Peer Relationship; Problem Solving; *Prosocial Behavior; *Self Control; Teacher Student Relationship; Timeout; *Values; *Values Education
IDENTIFIERS- Classroom Thoughtfulness; School Rules

This book is about managing a responsive classroom and teaching children to care. The aim of every chapter and technique is the creation of self-controls and community, defined as the capacity to care about oneself, others, and the world. The 16 chapter topics are: (1) goals of self-control and community; (2) techniques of the first 6 weeks of school and their extension through the rest of the year; (3) basic classroom rules and how children can be involved in their creation; (4) a system of logical consequences for children's actions; (5) problem-solving class meetings; (6) a time-out procedure; (7) approaches to children who engage in power struggles; (8) ways to approach problem-solving with individuals and groups based on a teacher's ability to notice and reflect; (9) the powerful link between words and actions; (10) the use of specific language by children and teachers; (11) different ways teachers can invoke authority, such as the Golden Rule, rules for safety and order, and personal rules; (12) formation of "Clear Positives," or basic ideals; (13) social arrangements and expectations; (14) class and group expectations for learning content and procedures; (15) individual expectations; and (16) "critical contracts." The conclusion addresses the idea of authentic teaching. Six appendixes and a 43-item bibliography of books, articles, audiotapes, songs, videotapes, and other resources are included. (TJQ)

ED 369 532 PS 022 280

A Notebook for Teachers: Making Changes in the Elementary Curriculum. Revised Edition.
PUB DATE- 93
NOTE- 83p.; Photographs may not copy well.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Age Differences; *Child Development; Classroom Environment; *Curriculum Development; Curriculum Guides; Developmental Stages; *Educational Change; Elementary Education; *Elementary School Curriculum; *Individual

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Techniques; *Creative Development; *Imagination; Individual Differences; Instructional Materials; Physical Environment; Preschool Education; *Pretend Play; Role Playing; Student Behavior; *Teacher Role; Teacher Student Relationship; Toys; *Young Children

This guide was designed to expand teachers' vision of symbolic play and to assist teachers in providing an appropriate play environment. The guide maintains that teachers of young children should consider symbolic play an essential element in the total learning environment. It presents ways for teachers to: (1) set up physical areas; (2) acquire and use various resources and props; (3) define and expand their role to suit their students' temperament; (4) adapt symbolic play to accommodate the individual differences among their students; (5) deal with aggressive play; and (6) develop techniques and strategies to use when encouraging children to play. Accompanying the text is a list of play scenarios (such as an airport, camping, or doctor's office), appropriate props and materials, and vocabulary terms. (MDM)

ED 369 552 PS 022 320

Younger, Frances
Five Hundred Questions Kids Ask about Sex and Some of the Answers: Sex Education for Parents, Teachers and Young People Themselves.
PUB DATE- 92
NOTE- 212p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Birth; *Contraception; Family Relationship; *Heredity; Menstruation; *Physical Development; Pregnancy; Sex Differences; *Sex Education; *Sexual Identity; *Sexuality
IDENTIFIERS- *Sexually Transmitted Diseases; Sexual Relationships

This book is based on the premise that sexual expression is a way for people to show affection and love for one another. The book is divided into six chapters that cover topics related to sexuality and growing up. The sections in each chapter contain questions that preteens and teenagers typically ask and provide clear, unambiguous, and comprehensive answers to the questions. Within each section, the questions are given roughly in order of progressing complexity and sophistication. Chapter 1 of the book addresses bodily development and sexual maturation, including sections on development, sexual characteristics and their development, forms of sexual activity, male and female sexual development and function, and menstruation and the menstrual cycle. Chapter 2 explains conception, pregnancy, and childbirth. Chapter 3, which addresses issues of relationships, contains sections on family relationships, emerging sexual identity, and sexual expression and sexual relationships. The topic of birth control is discussed in chapter 4. Chapter 5 provides answers to general questions about sexually transmitted diseases, and to specific questions about AIDS and about other particular sexually transmitted diseases. Chapter 6

Delayed Primary School Enrollment and Childhood Malnutrition in Ghana. An Economic Analysis.
PUB DATE- 93
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Body Height; *Child Health; *Children; *Developing Nations; Economic Impact; Economic Research; Elementary Education; Enrollment; Foreign Countries; *Nutrition; Poverty; *School Entrance Age; *Socioeconomic Influences
IDENTIFIERS- *Ghana; World Bank

This study investigated why the primary school enrollment of children in poor countries is often delayed despite the prediction made by human capital theory that schooling will begin at the earliest possible age. Using data from the 1988-89 Ghana Living Standards Survey household questionnaire, the study examined the age of enrollment, height-for-age, family income, proximity to a primary school, and dropout rates of 1,757 children ages 6 to 15. The results indicated that delayed primary school enrollment was the consequence of nutritional deficiencies in early childhood. Child height-for-age was negatively associated with the duration of delays in entering school, and appears to be a causal factor in such delays. Proximity to a primary school was also a factor in enrollment delays. Family income and school fees had no significant impact on enrollment delays. An appendix contains definitions of the variables measured in the study and statistical regression results. (MDM)

ED 369 572 PS 022 398

Fogarty, Robin, Ed.
Integrating the Curricula: A Collection.
PUB DATE- 93
NOTE- 216p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Curriculum Design; Curriculum Development; Educational Improvement; Elementary Education; *Holistic Approach; *Integrated Curriculum; Learning Processes; Program Descriptions; Student Attitudes; Teacher Attitudes; Teaching Methods; Teaching Models
IDENTIFIERS- Curriculum Coherence; Curriculum Theories

In response to the search for ways to create forms of schooling that are more holistic and natural, and more integrated and interwoven, this collection of articles pulls together elements of the multifaceted concept of curriculum integration. Divided into six sections, the chapters explore the reasons and rationale for moving toward more holistic models of learning, place the concept of curriculum integration in a historical perspective, and present practical models for planning an integrated curriculum as well as case studies of actual school programs. The chapters also explore the subtleties of the integration process, and present the divergent views of teachers and students. The chapters are: (1) "Integrated Learning for a Competitive Work Force" (R. Kolde); (2) "Understanding a Brain-Based Approach to Learning and Teaching" (R. Caine and G. Caine); (3) "The Interdisciplinary Challenge:

for developing and maintaining successful working relationships among rural professionals, community agencies, and families. Topics include management and leadership models that encompass female executives, academic alliances, rural teacher induction, rural inservice training using distance technologies or a career ladder approach, rural transdisciplinary team training, child care for young disabled children, preparing general educators for inclusion, training special education teachers to use telecommunications, read aloud programs and parent participation, intergenerational entrepreneurship, deaf education using interactive television, teacher study groups, gifted education in rural areas, rural collaboration on a transition task force, fetal alcohol syndrome in rural classrooms, alternative certification in special education, portfolio assessment in teacher education, student behavior in rural mainstreamed settings, leisure activities for mentally retarded adults, parental aspirations for learning disabled students, rural teachers' beliefs about inclusion, itinerant-model service delivery in rural settings, transitional programs, meeting the needs of medically fragile students, dropout prevention, teacher collaboration, rural school-community partnerships for transition, creativity training, negotiated program evaluation, administrator training, migrant education, parent participation along the Mexican border, rural parent and staff development, grief counseling, collaborative consultation, college as a transition option, total quality learning in rural settings, adaptive and assistive technology, and potential outcomes for special education. A topical index broadly categorizes papers into the following areas: administration, at-risk students, collaborative education models, early childhood, gifted, low incidence populations, parents and families, preservice and inservice teacher training, technology, and transition. (SV)

ED 369 588   RC 019 558

Steinmiller, Robert C.; Steinmiller, Georgine G.
Academic Alliances, You Can Do It Too.
PUB DATE- Mar 94
NOTE- 7p.; In: Montgomery, Diane, Ed. Rural Partnerships: Working Together. Proceedings of the Annual National Conference of the American Council on Rural Special Education (ACRES) (14th, Austin, Texas, March 23-26, 1994); see RC 019 557.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Faculty; *College School Cooperation; Elementary Secondary Education; Higher Education; *Humanities; Interprofessional Relationship; *Networks; Partnerships in Education; Professional Associations; *Professional Development; Teachers
IDENTIFIERS- *Arkansas

Housed at Henderson State University, the Arkansas Network of Humanities Academic Alliances is a statewide network of school and college teachers in humanities disciplines who meet regularly to promote ongoing professional development and work toward common goals. The network seeks to strengthen humanities teaching at all educational levels, improve student learning in the humanities, foster local college-school relationships, documents, instructional materials, samples of student work, academic products related to teaching, and personal documents. Elementary and secondary administrators and teachers in both general and special education were surveyed on the use of portfolios in teacher hiring and evaluation. At least 75 percent of respondents were from rural or small schools in Oklahoma, Utah, and New Mexico. Portfolio assessment was perceived as being a positive addition to the teacher hiring process. In addition, both teachers and administrators supported the use of portfolios in teacher evaluation. Teachers favored the uniqueness, empowerment, and self-evaluative control involved in portfolio assessment. Respondents showed moderate levels of knowledge concerning the portfolio process. Greater knowledge is needed, though, about portfolio processes such as establishing goal statements and reflections, early documentation to demonstrate professional growth over time, and appropriate products of teaching portfolios. Appendix includes suggestions for contents of teacher portfolios. (LP)

ED 369 605 RC 019 575

Butera, Gretchen; And Others
Classroom Behaviors of Students in Rural Mainstreamed Settings: A Comparison of Students with Disabilities and Their Normative Peers.
PUB DATE- Mar 94
NOTE- 9p.; In: Montgomery, Diane, Ed. Rural Partnerships: Working Together. Proceedings of the Annual National Conference of the American Council on Rural Special Education (ACRES) (14th, Austin, Texas, March 23-26, 1994); see RC 019 557.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Attention; Classroom Environment; *Classroom Observation Techniques; Classroom Research; *Disabilities; Educational Practices; Elementary Education; *Mainstreaming; Rural Education; *Rural Schools; *Student Behavior; Teacher Student Relationship
IDENTIFIERS- Inclusive Educational Programs; West Virginia

This study compared the behaviors of mainstreamed disabled students to those of their normative peers in the same classroom. Observational sessions were conducted in 48 classrooms in 3 rural West Virginia school districts. Data were collected on 71 disabled students in grades 3-7 over a 4-week period, including students with mild mental impairments, learning disablities, and behavior disorders. All students had been included in the regular classroom for at least 1 month. The Classroom Behavior Record was used to record 15 discrete classes of behavior in 6-second intervals. The process involved alternately recording the behavior of targeted disabled students and that of their nondisabled peers. Results indicate that the social interactions of disabled students with peers and teachers were quantitatively and qualitatively comparable to those of their normative peers. Disabled students were not observed to differ significantly from their peers in measures of instructional interaction with the teacher. However, disabled students were significantly less likely to be observed as attentive than their normative peers, and the level of attention of disabled students was lower in classrooms where additional adults were present. (LP)

ED 369 606 RC 019 576

representatives from school districts, state agencies, school boards, parent organizations, and other groups who would be affected by study outcomes. The development phase of the evaluation included organization of available data, identification of major stakeholders, and input from stakeholders in the development and refinement of survey and interview instruments. The implementation phase involved visiting RCC sites to gather additional data, conduct interviews, and compile and analyze data. The last phase involved formulating options and recommendations and giving stakeholders the opportunity to disagree with interpretation of the findings and to modify recommendations. The negotiated evaluation model promoted educational change by involving stakeholders in the evaluation process and formulation of recommendations. This model is easily replicable and can be adapted to evaluations of programs serving various student populations. Contains a figure outlining the evaluation process. (LP)

ED 369 623 RC 019 593

Fedje, Laurie; Scoggins, Joyce
Ma, Pa, School Folks and Kids: Working a Patchwork to a Complete "Heart."
PUB DATE- Mar 94
NOTE- 11p.; In: Montgomery, Diane, Ed. Rural Partnerships: Working Together. Proceedings of the Annual National Conference of the American Council on Rural Special Education (ACRES) (14th, Austin, Texas, March 23-26, 1994); see RC 019 557.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Behavior Change; *Change Strategies; *Coping; *Daily Living Skills; Elementary Education; *Individual Development; Parent Participation; Regular and Special Education Relationship; Rural Schools
IDENTIFIERS- *Social Skills Training; Student Empowerment; Wyoming

Teachers at a small rural elementary school developed a curriculum to help children acquire life coping skills. Children learn responsible behavior and gain independence through discussion of "Heart" concepts, problem-solving, and drawing and writing assignments. "Heart" concepts are taught on a daily basis in the special education resource classroom and on a weekly basis in regular classrooms. Concepts include responsibility; a positive attitude; self-awareness, self-esteem, and self-discipline; effective communication skills; friendships; and effective problem-solving skills. The principal, social worker, counselor, paraprofessionals, and playground staff are also involved in facilitating small-group discussions focusing on program concepts. During group discussions, concepts are developed into appropriate topic sentences for writing or themes for drawing assignments. Parents are encouraged to participate in classroom sessions after being trained by staff. Included is a case study of a student who participated in the program and progressed from placement in a self-contained classroom because of emotional problems to mainstreaming into regular classrooms within 1 year. Appendices include an overview of curriculum goals and concepts, a description of attitudes of the "Heart," and academic skill gains of sixth-grade special-education students participating in the program. (LP)

ED 369 624 RC 019 594

equity encompasses 10 elements drawn from equitable programs for minority and disadvantaged populations. These elements address the school's philosophy of education, school policies and procedures, the necessarily broad scope of gender equity, integration of gender equity into the curriculum, extracurricular activities, school hiring and promotion practices, career guidance and counseling, information and support services, parent involvement, and student evaluation practices. (Author/SV)

ED 369 641 RC 019 615

Warner, Linda Sue
The Legal Framework for Parental Involvement in Indian Education.
PUB DATE- Apr 94
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *American Indian Education; Court Litigation; Educational History; *Educational Legislation; Elementary Secondary Education; Federal Indian Relationship; *Federal Legislation; *Parent Participation; *Tribally Controlled Education; Tribal Sovereignty
IDENTIFIERS- Bureau of Indian Affairs

Indian control of Indian education, whether defined as control by the individual parent, parental school board or committee, or tribal council, has had legislative support since the passage of the Indian Self-Determination Act in 1978. While the authority for overseeing the federal trust responsibility for Indian people remains with the Bureau of Indian Affairs, contemporary educational agenda have been directed to include laws and regulations that impact public school districts as well. The legal framework for involvement of Indian parents in the education of their children has its basis in past and present federal legislation. Several laws that impact Indian students were incorporated into legislation that sought to protect parental rights of all parents, yet have far-reaching consequences for the involvement of parents in Indian education. This paper highlights the requirements or allowances for parental involvement in the Johnson O'Malley Act, Impact Aid, the Elementary and Secondary Education Act, the Indian Elementary/Secondary School Assistance Act, the Education for All Handicapped Children Act, the Indian Child Welfare Act, the Elementary and Secondary Improvement Amendments, and the Native American Languages Act. A reference list of public laws, articles, books, and court cases is included. (KS)

ED 369 642 RC 019 620

Goetz, Stephan J.; Debertin, David L.
The State of Human Capital in the U.S. South: 1980-90.
SPONS. AGENCY- Cooperative State Research Service (DOA), Washington, D.C.
PUB DATE- Mar 94
NOTE- 44p.; Maps may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Graduates; Counties; *Dropout Rate; *Educational Attainment; Elementary Secondary Education; Higher

A Philosophy OF or FOR Education?," George D. Yonge examines the implications and distinctions between a philosophy of as opposed to a philosophy for education. (CK)

ED 369 662   SO 022 928

Borman, Kathryn M., Ed.; O'Reilly, Patricia, Ed.
Alternative Conceptualizations.
SPONS. AGENCY- Cincinnati Univ., Ohio.
PUB DATE- 92
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cognitive Style; *Concept Formation; Course Content; Educational Change; *Educational Philosophy; *Educational Theories; Epistemology; Fiction; *Foundations of Education; Higher Education; *High Risk Students; Phenomenology; Socialization; Sociology
IDENTIFIERS- Dewey (John); Dewey Model; Positivism

This theme issue of the serial "Educational Foundations" contains five articles devoted to the topic of "Alternative Conceptualizations" of the foundations of education. In "The Concept of Place in the New Sociology of Education," Paul Theobald examines the notion of place in educational theory and practice. Janice Jipson and Nicholas Paley, in "Fiction as Curricular Text," studied six professors who utilize fiction as text while teaching education courses. The findings suggest that fiction in education courses may give abstract concepts memorable concreteness, aquaint students with multiple ways of knowing, and elicit student self-interrogations concerning large life questions. In "Knowledge, Practice, and Judgment," Hugh G. Petrie analyzes the elements of teachers' knowledge and practice through a Deweyian framework and develops a model of knowledge in action that is embodied in professional judgment. In the fourth article, "The Illusion of Education Reform: The Educational System and At-Risk Students," Clark Robenstine examines the detrimental effects contemporary educational reform proposals may have on at-risk students. The final article, Ken Kempner's "Wolves in Sheep's Clothing: Positivists Masquerading as Phenomenologists?," analyzes educational philosophy and concludes that many researchers fall between positivists and phenomenologists. (Author/CK)

ED 369 663   SO 022 929

Borman, Kathryn M., Ed.; O'Reilly, Patricia, Ed.
Politics and the Schools.
SPONS. AGENCY- Cincinnati Univ., Ohio.
PUB DATE- 92
NOTE- 117p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *African Studies; Apartheid; Black Studies; Cultural Differences; Elementary Secondary Education; Foreign Countries; *Foundations of Education; *Institutional Role; Multicultural Education; Parent Influence; Parent Participation; Parent School Relationship; Parent Student Relationship; *Politics of Education; Racial Attitudes; Racial Segregation; *Role of Education; Social Class; *Social Structure; Teacher Attitudes; Teacher Background

families, often bilingual, and generally respectful of authority and tradition. Contains 71 references. (SG)

ED 369 683   SO 023 751

Brzakalik, Krystayna; And Others
Life in a Democratic Society: A Primary School Civics Course for Poland.
SPONS. AGENCY- National Endowment for Democracy, Washington, DC.; United States Information Agency, Washington, D. C.
PUB DATE- 93
NOTE- 60p.; This document is a translation from Polish to English.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Rights; *Citizenship Education; *Civil Rights; Curriculum Development; *Democracy; *Democratic Values; Foreign Countries; Grade 6; Grade 7; Grade 8; *Intermediate Grades; Junior High Schools; Political Attitudes; *Social Studies
IDENTIFIERS- *Poland

This document summarizes a civics course for primary schools in Poland, grades 6-8. The curriculum was developed as part of the Education for Democratic Citizenship in Poland Project, a cooperative effort of the Polish Ministry of National Education and the Mershon Center, The Ohio State University (United States). The project aims to help schools and teachers educate succeeding generations of Polish youth to be active, competent citizens committed to democratic values. The curriculum includes over 80 detailed lesson plans. The document is divided into two sections. The first consists of unit and lesson titles, and lesson abstracts. The second part is made up of sample lessons. The curriculum has five units: (1) local government, which includes fighting unemployment, different interest groups, water, garbage, influencing decisions, day care, budget decisions, neighborhood, local campaigns and elections, problem solving and responsibilities of local government; (2) principles of democracy including majority decisions, decision risks versus non-decision, compromise, conflicting values, everyday democratic principles, freedom of speech and artistic expression, democracy vs. dictatorship vs. anarchy, nation vs. state, and patriotism vs. nationalism; (3) human rights and freedom, including what they are and who is entitled to them, basic documents, children's rights, extra-governmental protection of human rights, rights of ethnic minorities, citizen responsibilities, and Amnesty International; (4) institutions of the demorratic state; (5) citizen participation and public opinion; (6) free market economy; and (7) Poland, Europe, world, and current problems. (DK)

ED 369 684   SO 023 752

McDaniel, Sue P., Comp.; Krauss, Robert, Comp.
Missouri Women Today...in Education...in Employment. 1991 Status Report.
PUB DATE- Sep 91
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparable Worth; Demand Occupations; *Employed Women; Employment Practices; Equal Opportunities (Jobs);

in a duplication of effort or diversion of funds from efforts on behalf of developing countries. When discussing the agenda, the participants fully supported the initiative taken by UNESCO for the development of educational cooperation in Europe, and set out the methodological principles that should govern those new activities. They emphasized the need to pay greatest attention to: (1) the current priority needs of Central and Eastern European states within the framework of their reform process; and (2) establish direct and multiple contacts between educational communities that have been kept apart from each other for too long by the arbitrary division of Europe. The participants recommended that efforts to reinforce the inter- and intra-regional exchanges and joint actions should focus on specific subjects in the following priority areas: (1) education for all, meeting basic learning needs; (2) strengthening educational exchange to cope with changes brought about by the upheavals in Europe through learning of foreign languages, democratic practices, education relating to human rights, peace education, civic education, multicultural education, school text revision, and teacher training, and environmental education; and (3) including higher education among the group's activities. The working document for the meeting elaborating on the three priority areas is included. (DK)

ED 369 703   SO 023 893

Infusing Multicultural Education into Today's Schools. An Annotated Bibliography To Accompany a Special Topical Collection of ERIC Microfiche Intended for Teachers, Administrators, and Librarians.
PUB DATE- 93
NOTE- 65p.; Contains 181 citations, extending from ED 318 584 to ED 351 354.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- American Indian Culture; Asian Americans; Black Culture; *Cultural Pluralism; *Curriculum Development; Elementary Secondary Education; Instructional Materials; Latin American Culture; Learning Activities; *Multicultural Education; Social Studies; Teacher Education

This annotated bibliography on the topic of multicultural education is intended to accompany a special collection of documents on microfiche selected from the Educational Resources Information Center (ERIC) bibliographic database. Evaluation reports of state and district efforts to implement multicultural curricula, and step by step instruction on addressing the needs of a diverse student body though multicultural programming are included. Specific topics covered in this collection include infusing multiculturalism into the arts, literature, history, and other subject areas including physical education; appreciating African American, Native American, Asian, and Hispanic cultures. Additionally, the collection includes items offering a theoretical rationale for including multicultural education in school programming. Each entry includes the ERIC identification number, author, title, publication year, notes, price, and an abstract. Resources include those designed for use in teacher education, instructional materials such as folktales from foreign countries, and works suggesting specific teaching methods for introducing multiculturalism at a particular grade level, or within a particular subject. Conference proceedings and papers on the introduction of multicultural education, literacy, and

This document describes a practicum that was designed to incorporate student mastery of eight critical thinking skills, their definitions and nature of applicability, with the regular class material, and within the normal scope and sequence of ninth grade world history by introducing each skill concurrent with subject matter, thereby improving students' academic prowess by enabling each to function at more advanced levels of Bloom's "Taxonomy of Educational Objectives." An analysis of the results of the "Cornell Critical Thinking Test, Level X" and a teacher made questionnaire clearly indicate that students spend more time engaged in the memorization of course content than in analyzing, synthesizing, or evaluating it. During the course of implementation, students in the ninth grade world history course were sequentially presented with eight different historical themes, each accompanied by the rules for mastering, then applying a different, specific critical thinking skill. The skills were: (1) identifying frame of reference; (2) locating crucial elements inherent in an issue; (3) distinguishing between evidential and speculative basis for conclusions; (4) identifying main concepts; (5) identifying assumptions; (6) identifying implications and consequences; (7) distinguishing between faulty and justified inferences; and (8) synthesizing material. During the course of fulfilling the specific exercises attached to each theme, students applied each specific critical thinking skill. Working in small groups on some occasions and independently in others, periodic measurement was accomplished by both written and oral presentations. Analysis of post-test data indicates that students progressed from intellectually functioning at the more basic levels of Bloom's taxonomy to the more advanced levels. (DK)

ED 369 723   SO 023 978

Lockledge, Ann
Civic Competence and the Pace of World Events. A Clip Board of Activities for Using the Newspaper.
PUB DATE- 93
NOTE- 13p.; Presentation made at the Downeast Social Studies Conference (1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizenship Education; Comics (Publications); Contracts; Descriptive Writing; Expository Writing; *Journalism Education; Learning Activities; Learning Modules; *News Media; *Newspapers; *News Writing; Poetry; Secondary Education; Writing Improvement; Writing Skills

Using the newspaper to provide opportunities for students to learn current events and further develop writing skills is described. Seven activities outline how to use cooperative learning to teach current events. Four types of assignments based on newspapers develop various types of writing skills: (1) personal writing; (2) descriptive writing; (3) expository writing; and (4) persuasive writing. The next activity focuses on the triangle style of writing. Social studies activities provide active involvement in speaking, writing, listening, and reading skills. Practice locating specific details in newspaper articles develops reading skills. Political cartoons and comics provide ideas for using humor in student activities. An example of a bio-historical poem shows an unrhymed poem that gives each student an opportunity to listen or read and then write about a percent of upper level teachers reported using Socratic questioning techniques 75 percent of their teaching time; (3) 32 percent of lower level teachers and 22 percent of upper level teachers felt that seminars were essential in increasing students' understanding of ideas and values; and (4) 22 percent of lower level teachers and 20 percent of upper level teachers reported that coaching had replaced 25 to 50 percent of their traditional teaching methods. Areas of identified staff development need included: incorporation of creative presentations into lectures, observation of Socratic questioning, computer-aided instruction, integrated literature-based instruction, and alternative assessment. The survey instrument and a description of the Paideia approach are appended. (JDD)

ED 369 743 SP 035 184

Parker, Fred; And Others
Use of Technology by Undergraduate Elementary Education Majors.
PUB DATE- 11 Nov 93
NOTE- 11p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 11, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Assisted Instruction; *Computer Literacy; *Computer Uses in Education; Educational Technology; *Education Majors; Elementary Education; Higher Education; *Knowledge Level; Microcomputers; Nontraditional Students; Preservice Teacher Education; *Student Attitudes
IDENTIFIERS- *Henderson State University AR; Preservice Teachers

To determine the degree of knowledge and use of computer technology by elementary education majors at Henderson State University (Arkansas), 226 students were surveyed. Results indicated that: (1) 52 percent of the traditional students (age 24 and under) and 58 percent of the nontraditional students (over 24) felt inadequate with regard to computers; (2) the majority of students felt positive toward using computers for personal work and as instructional tools in a school setting; (3) approximately half the students did not feel proficient with word processing; (4) over 80 percent of students had not worked with databases and over 60 percent had not used or seen electronic grade or management systems; (5) over half felt competent enough to integrate the use of computers into elementary curricula; (6) students felt that teacher education programs should provide opportunities for students to use computers and electronic mail; and (7) 26 percent of traditional students and 40 percent of nontraditional students owned their own computer. A copy of the survey form is appended. (JDD)

ED 369 744 SP 035 185

Henderson, David L.; Henderson, Karen L.
Texas Teachers, Moonlighting, and Morale, 1980-1994.
PUB DATE- Apr 94
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Trends; Elementary Secondary Education;

ED 369 762 SP 035 207

Edith Bowen Laboratory School Evaluation Committee Report Submitted to the 1994 Utah State Legislature.
PUB DATE- Jan 94
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College School Cooperation; *Educational Objectives; Elementary Education; Higher Education; Institutional Evaluation; *Institutional Mission; *Laboratory Schools; Long Range Planning; *Master Plans; Partnerships in Education; Preservice Teacher Education; *Program Evaluation
IDENTIFIERS- *Reform Efforts; Utah State University

The purpose of this report is to evaluate the Edith Bowen Laboratory School (EBLS) at Utah State University. EBLS contributes to Utah State University by assisting in the training of preservice teachers, provides a quality education for elementary school students; and incorporates the interests of three local school districts. In 1989, a master plan developed for Edith Bowen included experimental projects in the areas of cross-age grouping, integrated curriculum, and alternative assessments. In addition, a framework was provided for increased research, development, and dissemination efforts. As the school approached completion of its 5-year master plan, a committee was selected to evaluate the school's mission, governance, program, and program funding. The findings, commendations, and recommendations of this assessment are presented in this booklet. It is suggested that a new 5-year plan be developed which modifies the EBLS mission and goals to meet the evolving needs of the 1990's. The bulk of the document is made up of the following appendixes: (1) the 1989 Master Plan for the EBLS (2) EBLS admission policy; (3) source of funding 1992-93; (4) Utah's Strategic Plan for Public Education; (5) EBLS Laboratory School Evaluation Committee Members; and (6) the EBLS evaluation report bibliography. (LL)

ED 369 763 SP 035 208

Procedures for the Evaluation of Teacher Education Programs.
PUB DATE- Feb 94
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; Evaluators; Guidelines; Higher Education; Institutional Role; *Program Evaluation; Program Improvement; *Program Validation; *Schools of Education; Self Evaluation (Groups); *State Standards; Teacher Certification; *Teacher Education Programs
IDENTIFIERS- Utah State Office of Education

The Utah State Board of Education has established a system of evaluation of teacher education programs based on "program approval." The purpose of the standards is to evaluate all teacher education programs in the State of Utah on a 6-year cycle. This guide has been prepared to assist administrators and faculty at teacher education institutions to prepare for the evaluation, simplify the evaluation procedure, and assist the institution to upgrade programs of instruction in teacher

*Class Organization; Classroom Communication; Classroom Design; Classroom Environment; *Classroom Techniques; Decision Making; *Discipline; *Instructional Development; Learning Activities; Secondary Education; *Secondary School Teachers; Special Needs Students; *Student Behavior
IDENTIFIERS- Beginning of School Year

This guide to classroom management, which incorporates the essential features of classroom organization, management, and discipline, provides information to help secondary school teachers establish effective classroom management systems. The text emphasizes prevention through planning and addresses decisions teachers must make in the typical classroom, e.g., arranging physical space, choosing rules and procedures, planning and conducting instruction, maintaining appropriate behavior, using good communication skills, dealing with problem behavior, and managing special groups. In addition, the volume provides checklists for organizing concepts and principles into usable, concise formats, makes use of case studies, includes activities dealing with and correcting classroom problems, and links the concepts of instructional management with behavior/classroom management. Nine chapters are organized as follows: (1) "Organizing Your Classroom and Materials"; (2) "Choosing Rules and Procedures"; (3) "Managing Student Work"; (4) "Getting Off to a Good Start"; (5) "Planning and Conducting Instruction"; (6) "Maintaining Appropriate Student Behavior"; (7) "Communication Skills for Teaching"; (8) "Managing Problem Behaviors"; and (9) "Managing Special Groups." Answer keys for chapter activities are appended. (Contains approximately 50 references.) (LL)

ED 369 782 SP 035 248

Evertson, Carolyn M.; And Others
Classroom Management for Elementary Teachers. Third Edition.
PUB DATE- 94
NOTE- 226p.; For related volume, see SP 035 247.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Beginning Teachers; Case Studies; Check Lists; *Class Organization; Classroom Communication; Classroom Design; Classroom Environment; *Classroom Techniques; Decision Making; *Discipline; Elementary Education; *Elementary School Teachers; *Instructional Development; Learning Activities; Special Needs Students; *Student Behavior

This guide to classroom management, which incorporates the essential features of classroom organization, management, and discipline, provides information to help elementary school teachers establish effective classroom management systems. The text emphasizes prevention through planning and addresses decisions teachers must make in the typical classroom, e.g., arranging physical space, choosing rules and procedures, planning and conducting instruction, maintaining appropriate behavior, using good communication skills, dealing with problem behavior, and managing special groups. In addition, the volume provides checklists to organize concepts and principles into usable, concise formats, makes use of case studies, includes activities dealing with and correcting classroom problems, and links the concepts of instructional management with behavior/classroom management. Nine chapters are organized as follows: (1) "Organizing Your Classroom and Materials"; (2) "Choosing Rules and Procedures"; (3) "Managing Student Work";

after Standard 10 at a university, college, or technikon located in South Africa. The bursaries, loans, and other forms of financial aid appear under the heading "Awards" and are arranged in alphabetical order and then numbered. The book is divided into two main parts: "First Diplomas and Bachelor's Degrees"; and "Advanced Diplomas and Postgraduate Degrees." Under each main part are listed an index of fields of study for which an award is available, a list of the awards themselves, and an index of the institutions where the awards are held. Information concerning each award includes the number available, its value, duration, eligibility, closing date for applications, whether a service contract exists, and where further information about the award can be obtained. (GLR)

ED 369 339 HE 027 378

Smart, John C., Ed.
Higher Education: Handbook of Theory and Research. Volume VI.
PUB DATE- 90
NOTE- 527p.; For volumes I-V, see ED 263 852, ED 274 248, ED 308 758, ED 313 996. For volumes VII-IX, see HE 027 379-381.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Advising; Access to Education; Adult Development; College Students; Doctoral Degrees; Educational History; *Educational Planning; *Educational Research; *Educational Theories; Governance; Graduate Students; Graduate Study; *Higher Education; Historiography; Masters Degrees; Minority Groups; *Postsecondary Education as a Field of Study; Qualitative Research; Research Methodology; State Aid; Statistical Analysis; Student Development; Universities
IDENTIFIERS- Formula Budgeting; LISREL Analysis

Eleven papers on theory and research in higher education have the following titles and authors: "A Paradigm for Research on Higher Education" (William F. Massy); "Minority Student Access to, and Persistence and Performance in College: A Review of the Trends and Research Literature" (Shirley L. Mow and Michael T. Nettles); "Master's Degree Programs in American Higher Education" (Clifton F. Conrad and David J. Eagan); "Doctoral Study in the Field of Higher Education" (Barbara K. Townsend); "The American College History: A Survey of Its Historiographic Schools and Analytic Approaches from the Mid-Nineteenth Century to the Present" (Lester F. Goodchild and Irene Paancner Huk); "A Survey of Academic Advising as an Area of Inquiry" (Richard A. Voorhees); "Thanks for the Memories: The Fusion of Quantitative and Qualitative Research on College Students and the College Experience" (Roger G. Baldwin and John R. Thelin); "The Melancholy of Anatomy: The Personal and Professional Development of Graduate and Professional School Students" (Leonard L. Baird); "Putting Power into University Governance" (Cynthia Hardy); "LISREL: An Introduction and Applications in Higher Education" (Frances K. Stage); "An Analysis of State Formula Budgeting in Higher Education" (Martin M. Ahumada). Each paper includes references. Author and subject indices are provided. (JB)

ED 369 340 HE 027 379

Smart, John C., Ed.
Higher Education: Handbook of Theory and Research. Volume VII.
PUB DATE- 91
NOTE- 482p.; For volumes I-V, see ED 263 852, ED 274 248, ED 308

discusses some of the difficulties of dealing with the results. Appendix A contains an assessment tool containing questions on planning, policies and procedures, facilities and staff, products and services, organization and external relationships, and funding. Appendix B reprints the CAUSE/EDUCOM Evaluation Guidelines for Institutional Information Technology Resources. Also included are a list of other titles in this series and a profile of the company that sponsored the paper. (Contains 16 references.) (JB)

ED 369 358   HE 027 397

State University of New York. Central Administration Costs. Report 92-S-104.
PUB DATE- 16 Dec 93
NOTE- 17p.; For related documents, see HE 027 398-400.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Administration; Comparative Analysis; Cost Effectiveness; Costs; *Educational Finance; Efficiency; Expenditure per Student; *Financial Audits; Higher Education; Peer Institutions; Services; State Colleges; State Universities
IDENTIFIERS- State College and University Systems; *State University of New York

An evaluation was done of State University of New York (SUNY) Central Administration costs by comparing them to peer systems and by evaluating how economically its duties were carried out. Central Administration provides oversight and executive leadership to the system and manages budgeting, accounting, capital facilities, student affairs and legal and institutional research with 540 employees and annual personnel service costs of about $20 million. The evaluation included staff interviews, a review of records, and surveys of other systems in accordance with accepted government auditing standards. The audit found that SUNY costs were comparable to or less than peer systems. The audit calculated that Central Administration spends $27 per student including community college students. Some peer systems use a "shared office" concept in which the central administration office provides oversight for specific university-wide activities and performs related functions in support of the central office. SUNY should consider adopting this approach for increased economy. Review of security and custodial services found that Central Administration has more security personnel than some of the 34 campuses and has custodial services consistent with accepted standards. Also included are comments of SUNY officials. (JB)

ED 369 359   HE 027 398

State University of New York Research Foundation: Controls over Direct Costs. Report 93-S-64.
PUB DATE- 31 Dec 93
NOTE- 19p.; For related documents, see HE 027 397-400.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cost Effectiveness; Costs; Educational Finance; *Expenditures; Financial Audits; Higher Education; *Research Administration; Research Coordinating Units; Services
IDENTIFIERS- *Sponsored Research; *State University of New York

An evaluation was done of the State University of New York (SUNY) Research Foundation's controls over direct expenditures for research and sponsored activities. The Foundation is a private, Act: The UC Experience 10 Years Later" (Gregory L. Kramp); "Collective Bargaining/Contract Administration for the Oregon Multi-Campus System of Higher Education" (Joseph Sicotte); "Evaluating the Causes and Consequences of Unions in Private Institutions" (Daniel J. Julius); "Faculty Workload and Productivity" (Frank C. Gerry); "Pay Equity for Women in Higher Education: Where It Stands" (Joyce Yaple Villa); "Collective Bargaining in University Teaching Hospitals" (William J. Neff); "The Unionization of Clerical, Technical, and Professional Employees in Higher Education" (Richard W. Hurd); and "Academic Bargaining Agents in Higher Education: Do Their Achievements Differ?" (Daniel J. Julius and Margaret K. Chandler). Notes follow most essays. (GLR)

ED 369 378 HE 027 418

The Pre-Engineering Curriculum Proceedings of the Annual CSU Conference on Innovation in Engineering Education. (1st, San Jose, California, April 26, 1991).

SPONS. AGENCY- California State Univ., Fresno. Inst. for Teaching and Learning.

PUB DATE- Apr 91

NOTE- 62p.; This document is part of a collection produced under the auspices of the California State University Institute for Teaching and Learning. The CSU/ITL, created in 1988, facilitates a 20-campus systemwide network of faculty affiliates in response to the demand for improved teaching and learning in the college classroom.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *College Preparation; Computer Uses in Education; *Curriculum Development; Distance Education; *Educational Improvement; *Engineering Education; Higher Education; High Schools; *Instructional Improvement; Introductory Courses; *Undergraduate Study

IDENTIFIERS- *California State University Inst for Teach Learn; *College Teaching and Learning Collection; Computer Assisted Engineering

This document provides the keynote address and papers delivered at the 1991 California State University Conference on Innovation in Engineering Education which focused on the pre-engineering curriculum. The conference was convened as a collaborative effort by faculty to address the following issues in engineering education: (1) the attraction and retention of women and minorities in the engineering field; (2) curricula revision to allow for innovation; (3) the incorporation of technology into teaching and learning styles; (4) better preparation of incoming high school graduates for pursuing an engineering curriculum; and (5) measuring teaching effectiveness. Speeches and papers and their authors are as follows: "the Engineering Council for Teaching and Learning" (C. E. Rathmann); "Using Distance Learning Technologies to Teach Pre-Engineering to High School Students" (D. P. Coduto); "Computer Solution of Engineering Problems" (D. E. Kirk and A. M. Davis); "A Workplace in Ergonomics and Engineering Design for High School/Pre-Engineering College Students" (K. Abedini); "An Introductory Engineering Course to Provide Skills and Motivation" (S. de Haas and K. Ferrara); "An Engineering Orientation Course as a Pre-Engineering Retention Tool" (C. O. Allen and V. V. Krishnan); "Introduction to Engineering Design: A Freshman Mechanical Engineering Course" (R. Roth); "Technology Based Instruction in Integrated Computer Graphics/CAD" (S. Krishnamurthy and N. Mousouris); "Design of a

EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Collected Works - Proceedings (021)
DESCRIPTORS- Academic Libraries; Conferences; Higher Education; Library Collections; Library Materials; Library Technical Processes; *Preservation; Prevention; Repair; *Training
IDENTIFIERS- *Library Materials Conservation

The documentation of collection conservation treatments and program management information compiled in this publication are the result of the "Training the Trainers" conference in April 1992 at the University of California, Berkeley. Only treatments appropriate for general, usually circulating, collections have been included, emphasizing low unit cost, high productivity and preservation of information rather than the conservation of artifacts. Treatment documentation for the following are included: conservation laboratory management; book structures and basic working methods; treatment decision making; pockets; protective enclosures; pamphlet binding; reinforcement of paperback bindings; photocopying replacement pages; paper repair; tightening hinges and hinge repair; tipping in and hinging in; textbook consolidation; spine lining and hollow spine lining; rebacking and case repair; recasing (including replacement of endsheets); and case replacement (including textblock consolidation and replacement of endsheets). A selected bibliography of six manuals comprising the core literature for collection conservation treatment is included; and the report on the "Training the Trainers" conference is appended. (JLB)

ED 369 399 IR 054 966

Ryan, Joe; McClure, Charles R.
Users' Perspectives on U.S. Government Information and Services on the Internet: A Summary from Two Seminars. A Report Prepared for The Information Infrastructure Task Force.
PUB DATE- 15 Feb 94
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Information; Administration; *Computer Networks; Federal Government; Financial Support; Government Employees; Government Role; *Information Dissemination; Information Networks; *Middle Management; Needs Assessment; Policy Formation; Private Sector; Problems; Public Sector; Questionnaires; Standards; Technological Advancement; *Users (Information)
IDENTIFIERS- *Government Information; Information Infrastructure; *Internet

In December 1993, a Syracuse University (New York) School of Information Studies team conducted seminars with two groups of Internet users interested in the availability of federal government information over the Internet. Respondents were 76 participants at a conference on government sources on the Internet and 86 middle and senior managers from federal agencies at a similar conference. The questionnaire asked about barriers to Internet use, services respondents would like to see, real world solutions to user problems, and steps federal agencies could take to improve delivery of electronic services. Participants identified many barriers to Internet use and pointed out a variety of needs, especially in the areas of locating information and increasing the information available. Suggested real-world solutions clustered in areas of funding, Statistics System, the National Data Resource Center, student and staff data handbooks, and the Course Classification System. Sources for further information are listed. (JLB)

ED 369 419 IR 055 069

Vandergrift, Kay E.
Power Teaching; A Primary Role of the School Library Media Specialist. School Library Media Programs: Focus on Trends and Issues No. 14.
PUB DATE- 94
NOTE- 171p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Course Integrated Library Instruction; Critical Thinking; Educational Change; Educational Technology; Elementary Secondary Education; Evaluation Methods; Information Literacy; *Learning Resources Centers; *Librarians; Library Cooperation; *Library Role; *Media Specialists; Public Libraries; Questionnaires; *School Libraries; Staff Development; Teaching Methods
IDENTIFIERS- *Librarian Teacher Cooperation; Semantic Webbing

This book illustrates the roles of the school library media specialist as instructional consultant and teacher as well as information specialist and frames these roles in a background of relevant educational concerns. Chapter 1 surveys current efforts to restructure the education system and stresses the importance of the school library media specialist in promoting the use of multiple technologies for educational reform. Chapters 2 and 3 present a variety of teaching models and explain how a school library media specialist may work with classroom teachers to present a range of different learning opportunities for particular subjects made possible by library resources. In this connection, semantic webbing is also discussed, as well as issue- and materials-centered research. Chapter 4 discusses critical thinking and focuses on the necessity of teaching critical evaluation of information to children of all ages. Chapter 5 elaborates on webbing, discussing pre-webs, literary webs, and complete webs. Chapter 6 discusses informal library staff development and includes teaching content for workshops on a variety of topics and for different grade levels. Chapter 7 overviews media center evaluation and presents two evaluative instruments. The first emphasizes time allocation and priorities in general library activities. The second includes a set of paired questionnaires to encourage school and public libraries to study their working relationships together. (MES)

ED 369 420 IR 055 094

Weller, Carolyn R., Ed.; Brandhorst, Ted, Ed.
ERIC Clearinghouse Publications, 1993. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses Announced in Resources in Education (RIE) January-December 1993.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 94
NOTE- 111p.; For the 1992 edition, see ED 358 865.

Evaluating Programs of Studies: General Guidelines.
PUB DATE- Jan 94
NOTE- 20p.; Adopted by the Commission d'Evaluation de l'Enseignement Collegial, January 11, 1994. For related documents, see JC 940 259-260.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Colleges; *Educational Improvement; Educational Legislation; *Evaluation Criteria; *Evaluation Methods; Foreign Countries; Mission Statements; Program Evaluation; *Program Implementation; *Program Validation; *State Standards; Two Year Colleges
IDENTIFIERS- *Commission d Evaluation de l Enseignement Coll PQ

In June 1993, the Quebec Commission d'Evaluation de l'Enseignement Collegial (CEEC) was created to conduct evaluations of the assessment of student achievement and quality of college programs of studies in the province. This report presents, in two parts, CEEC guidelines for evaluating programs of studies. Part 1 describes the CEEC and educational renewal in Quebec, highlighting the legal duties and responsibilities of the Quebec Minister of Education in determining program standards, the colleges in implementing authorized programs, and the CEEC in evaluating institutional policies on program evaluation. Part 2 discusses the CEEC's objectives and methodology in evaluating programs of study and their implementation, describing the following steps in CEEC evaluations: (1) the evaluation guide and criteria will be adapted to each program of studies to be evaluated; (2) using the CEEC guide, each institution will conduct its own evaluation of the program and submit a report to the CEEC; (3) the self-evaluation report will be reviewed and site visits conducted; (4) a preliminary evaluation report will be prepared and distributed to the institution for response and corrections; and (5) a final evaluation report will be prepared. Finally, the criteria for program evaluations are presented, including program relevance, program coherence, the value of teaching methods and student supervision, the appropriateness of resources allocated to educational needs, the effectiveness of the program, and the quality of program management. (BCY)

ED 369 437 JC 940 264

Smith, Sue Griffith; Beatty, David
Effective Partnership between Public Education and Private Industry.
PUB DATE- Feb 94
NOTE- 31p.; Paper presented at the Annual Conference on Workforce Training of the League for Innovation in the Community College (2nd, New Orleans, LA, January 30-February 2, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Apprenticeships; *Articulation (Education); College School Cooperation; Industrial Training; *Labor Force Development; Program Development; Program Implementation; *School Business Relationship; Skilled Workers; Technical

Jenrette, Mardee S.; Napoli, Vince
The Teaching Learning Enterprise: Miami-Dade Community College's Blueprint for Change.
PUB DATE- 94
NOTE- 200p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Planning; *Community Colleges; *Educational Change; *Educational Improvement; Institutional Role; Leadership Responsibility; *Program Administration; *Program Development; Program Implementation; Self Evaluation (Groups); Two Year Colleges
IDENTIFIERS- *Miami Dade Community College FL

In March of 1986, Miami-Dade Community College (MDCC) instituted the Miami-Dade Teaching/Learning Project (MDTLP) to help the college improve teaching and learning and respond to the needs of non-traditional students. This book uses a description and evaluation of the MDTLP to present practical guidelines for organizing, managing, institutionalizing, and evaluating educational reform at any institution. The first chapter provides a brief overview of the project, discussing the historical context as well as the development of the program. Each of the subsequent chapters is organized into three sections: "Notes From The Miami-Dade Diary," describing the events related to the chapter's topic as they unfolded at MDCC; "Critical Review," an evaluation of the performance of MDCC, reviewing successes, failures, and suggestions for future improvement; and "Discussion," presenting the principles and practices related to the chapter. The chapters cover the following areas: (1) how MDCC established the project; (2) the process by which important issues were determined; (3) the organization of personnel and responsibilities in implementing the MDTLP; (4) steps taken to ensure adequate communication with constituents; (5) efforts to institutionalize the changes; (6) steps taken to assist individuals with the transition; and (7) evaluation procedures. Three extensive appendixes provide memos, surveys, charts of responsibilities and organization, and other "process" materials from the MDTLP. (MAB)

ED 369 455   JC 940 282

Student Intentions: 'Why They Say They Come and Why They Say They Go...Preliminary Report.
PUB DATE- 15 Apr 94
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cohort Analysis; Community Colleges; *Enrollment Influences; Qualitative Research; School Holding Power; *Student Attitudes; Student Attrition; *Student College Relationship; Student Needs; Two Year Colleges; *Two Year College Students; *Withdrawal (Education)
IDENTIFIERS- *Grossmont Cuyamaca Community College District CA

A study was conducted to assist the Grossmont-Cuyamaca Community College District in determining the reasons that students had for choosing to attend or that forced them to leave Grossmont College (GC) or Cuyamaca College (CC), in El Cajon, California. An open-ended questionnaire was developed to provide the college administration with the broadest view of students' perceptions and intentions. Approximately 350 surveys were

Employee Attitudes; *Employer Attitudes; *Employment Opportunities; Employment Patterns; Graduate Surveys; *Job Skills; Two Year Colleges; *Vocational Followup
IDENTIFIERS- Macomb Community College MI

In February 1994, a study was conducted by Macomb Community College (MCC), in Michigan, to determine the extent to which the training received by MCC graduates met the needs of area employers. In conjunction with a follow-up study of MCC completers from 1992-93, respondents were requested to complete release of information forms for their employers. Completed forms were received from 427 respondents, and questionnaires were mailed to the companies or supervisors identified on the forms. Study findings, based on an analysis of the forms and responses from 253 employers, included the following: (1) the most common types of employment identified by graduates were the service (44%) and manufacturing sectors (18%), while 55% of the jobs were in Macomb County; (2) the 241 employers who responded to the question gave a mean rating of 4.37 out of 5 points to the training received by the MCC graduates, the highest rating in 6 years; (3) the employee characteristic or skill rated the highest by respondents was willingness to learn (4.61 out of 5), while problem-solving skills (4.18) and mathematical skills (4.16) were the lowest rated; (4) with respect to the future job outlook in the area, employers in six out of nine industries saw future jobs as less available than they are today, while employers in the areas of wholesale trade, services, and construction were generally optimistic about future jobs. The survey instrument and cover letter are appended. (KP)

ED 369 473   JC 940 309

Adams, Judith
Survey Report, 1992-93 Non-Returning Students.
PUB DATE- 2 May 94
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Dropouts; *Enrollment Influences; Followup Studies; Longitudinal Studies; Outcomes of Education; Reentry Students; *Stopouts; Student Attitudes; Student Motivation; Two Year Colleges; *Two Year College Students; *Withdrawal (Education)
IDENTIFIERS- Macomb Community College MI

In February 1994, a study was conducted at Macomb Community College (MCC), in Warren, Michigan, to determine the reasons that students failed to return to MCC. A computer-generated random sample of 1,585 names was drawn from a population of more than 13,000 students identified as non-returning students (NRS's), i.e., who had not enrolled in any course in any term of the subsequent year and had not earned a formal award from MCC. Questionnaires were mailed to the last known address of the sample population and completed forms were received from 545 former students. Study findings, based on survey responses and comparisons to previous NRS studies, included the following: (1) respondents represented more than 100 programs from every academic division of MCC, a 10% increase over the previous year's sample; (2) objectives in attending MCC have indicated a steady shift from job-related to transfer over the past five years; (3) 18% of the respondents indicated that their objectives had been fully completed, while 67% indicated that they had been partially completed; (4) 68% of the

NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Development; Child Health; *Developmental Stages; *First Aid; *Food; Grains (Food); *Infant Behavior; *Infants; *Nutrition
IDENTIFIERS- Choking; *Solid Foods

Most infants consume only breast milk or infant formula for the first 4 months, as their digestive systems and jaw and throat muscles are not ready for solid foods. Most healthcare professionals advise starting solid foods between 4 and 6 months of age, when infants can hold their heads up straight when sitting. The first solid food should be single-grain, iron-fortified baby cereal. After the first week, babies eat about four tablespoons of cereal mixed with four tablespoons of liquid twice daily, though babies' appetites can vary day to day. Between 6 and 8 months, other foods can be tried, with one new food introduced every few days to allow the child's system to adjust and to watch for unusual reactions. Single strained or pureed orange vegetables (e.g., squash) should be tried first, followed by green vegetables, and fruits. A baby's stool may change color upon eating new foods, but a skin rash, diarrhea, vomiting, or stuffy nose may be signs of a food allergy. Between 9 and 12 months, lumpy or chopped foods, such as vegetables, strained meats, or cottage cheese, may be introduced. By 1 year, most babies eat small, tender table foods, and cow's milk can be introduced. By 18 months, children are eating most solid foods. This pamphlet includes step-by-step instructions on first aid for a choking infant. (AC)

ED 369 492 PS 021 958

Salach, Simcha
In First Person Plural: Growing Up with a Disadvantaged Community.
PUB DATE- 93
NOTE- 116p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Books (010)
DESCRIPTORS- *Child Caregivers; *Community Action; *Community Development; *Day Care Centers; *Disadvantaged Environment; Foreign Countries; Home Visits; Paraprofessional Personnel; *Parent Education; Personal Narratives; Preschool Education; Program Administration; Program Descriptions; Program Effectiveness
IDENTIFIERS- *Israel

From the perspective of the project leader, this book traces the growth and development of the Early Childhood and Family Education Project in Morasha, Israel, during the 8 years of its existence (1982-1990). Chapter 1 describes Morasha, a poor, immigrant neighborhood in Ramat HaSharon, and the author's childhood there. Chapter 2 describes the efforts of the Morasha Council to include the community in the state of Israel's Project Renewal. Chapter 3 reviews Project Renewal activities and efforts to obtain funding from the Bernard van Leer Foundation to begin the Early Childhood and Family Education Project, which sought to develop programs to train paraprofessional women from the community, implementing a home visiting program for mothers and preschoolers, and develop a hygiene; (5) diarrhea; (6) immunization; (7) coughs and colds; (8) malaria; (9) AIDS; (10) safe motherhood; (11) accidents; and (12) food for the family. (TJQ)

ED 369 511 PS 022 224

Torkington, Kate
Issues in Early Childhood Development (ECD).
PUB DATE- Sep 93
NOTE- 5p.; Summary paper prepared for the EFA Forum (2nd, New Delhi, India, September 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Developing Nations; *Early Childhood Education; *Early Intervention; Educational Change; *Educational Strategies; Equal Education; Equal Facilities; Foreign Countries; Government Role; Partnerships in Education; *Program Effectiveness
IDENTIFIERS- Program Characteristics

Interventions at the early childhood stage will reap rich rewards in terms of preparing children for schooling and for life, and early childhood development (ECD) programs provide valuable pointers to the way schooling can be improved. ECD is concerned with learning, and is not a peripheral strategy, but the foundation of and an essential part of the continuum of learning. To be successful, ECD programs need to: (1) encourage parent involvement and commitment; (2) be flexible; (3) use informal methods in programs and training; (4) develop a stimulating and relevant curriculum for children and adults; (5) promote opportunities for girls and women; (6) reach the children and families most in need; and (7) forge partnerships with government, private organizations, and donor groups. (MDM)

ED 369 512 PS 022 226

Richardson, Donna Castle; And Others
Even Start Family Literacy Program Evaluation, Oklahoma City Public Schools, 1992-93.
PUB DATE- 30 Jun 93
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Early Childhood Education; Evaluation Methods; *Literacy Education; *Parent Education; Parenting Skills; Parent Participation; *Parents; Parents as Teachers; Parent School Relationship; *Preschool Education; Program Descriptions; *Program Effectiveness; Program Evaluation; Self Esteem; *Young Children
IDENTIFIERS- *Even Start; Oklahoma City Public Schools

This report describes an evaluation of the effectiveness of the Oklahoma City Public Schools' Even Start Family Literacy Project (ESFLP). The ESFLP sought to: (1) improve parents' basic literacy and employment skills; (2) enable parents to take a teaching-guiding role with their children; (3) encourage parents to become true partners with schools in their children's education; (4) enhance parental skills so that parents can help their children learn when school is not in session; (5) provide an effective early childhood program that fosters a delight in learning and a positive self-image; and (6) provide referrals to community and city agencies for a

Development; Learning Readiness; Parent School Relationship; Physical Environment; Student Centered Curriculum; Teacher Role; Teaching Methods
IDENTIFIERS- *Developmentally Appropriate Programs

This guide for teachers and parents examines child development knowledge, the origins of developmental curriculum, and approaches to implementing such a curriculum in elementary schools. Part one discusses how children develop, the historical background of developmental curricula, the differences between age level and grade level, and the behavioral characteristics of children ages 5 through 7. Part two defines the developmental curriculum, explains the physical environment needed to realize this curriculum, discusses what to teach, and outlines a planning process to implement developmental curriculum. Part three discusses what goes on in a developmental classroom, stressing the importance of student responsibility and peer interaction, and addresses parent-teacher relations and teacher attitudes and reflections on a developmental curriculum. A 94-item annotated bibliography and a list of 18 catalogs of instructional and teacher resource materials are included. (MDM)

ED 369 533 PS 022 281

Monitoring of Childcare Fees: Prices Surveillance Authority Monitoring Report No. 13.
PUB DATE- Dec 93
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Competition; *Day Care; *Day Care Centers; Early Childhood Education; *Federal Aid; *Fees; Foreign Countries; Government Role; *Grants; National Surveys
IDENTIFIERS- *Australia; *Child Care Costs; Child Care Needs

This report documents a survey conducted to determine if Australian parents have benefited from an increase in child care assistance subsidies authorized in April 1993. A total of 281 day care centers across Australia responded to surveys mailed in July 1992, February 1993, and May 1993. Data was also collected about profit margins, quality of services, excess demand, and the effects of competition. Although subsidies increased from $103 to $108.50 per week per child, the average fees charged by day care centers rose by more than the $5.50 increase. The report also found that: (1) private centers raised their fees more sharply than non-profit or government centers; (2) fee increases were not uniform, with some centers actually lowering fees or keeping them fixed; (3) government centers operated with higher cost structures than private or non-profit centers; (4) staff level and staff-child ratios increased between 1992 and 1993; (5) 85 percent of centers maintained a waiting list; and (6) the child care industry's ability to increase the supply of child care services is crucial to maintaining competitive pressures on fee movements. Five appendixes contain correspondence concerning the report, follow-up survey data, and various tables of child care statistics. (MDM)

ED 369 534 PS 022 285

Child Care Quality: States' Difficulties Enforcing Standards Confront Welfare Reform Plans. Statement of Joseph F. Delfico, Director, Income Security Issues, Health, Education, and Human considers the topic of heredity. A glossary of terms, including slang and street terms, is provided. (BC)

ED 369 553 PS 022 321

Humphrey, James H.
Motor Learning in Childhood Education: Curricular, Compensatory, Cognitive.
PUB DATE- 92
NOTE- 197p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Auditory Perception; *Children; *Cognitive Development; Concept Formation; Curriculum Development; Early Childhood Education; Elementary Education; Kinesthetic Perception; *Learning Processes; Mathematics Instruction; *Motor Development; Physical Education; *Psychomotor Skills; Reading Instruction; Science Instruction; Tactual Perception; Visual Perception
IDENTIFIERS- Body Awareness

Noting that unilateral definitions of motor learning as separate from ideational learning are inadequate, this book identifies and explores certain branches of specific aspects of motor learning. The book is divided into three parts, dealing with curricular motor learning, compensatory motor learning, and cognitive motor learning. Part I is concerned with a discussion of curricular motor learning, learning of motor skills and curriculum content in which these motor skills can be applied. Part II starts with an overview of compensatory motor learning and takes into account how motor learning experiences can be utilized to improve upon such qualities as body awareness, laterality and directionality, visual and auditory perception, and kinesthetic and tactile perception. Part III discusses in detail the concept of cognitive motor learning, along with how motor learning is concerned with the development of skills and concepts in the elementary school curricular areas of reading, mathematics, and science. Contains 42 references. (HTH)

ED 369 554 PS 022 322

Collins, Ann; Weissman, Joanna
CCAC Family Support Watch Audioconference Series: Summary of Proceedings (April-September 1993).
SPONS. AGENCY- Foundation for Child Development, New York, N.Y.
PUB DATE- 94
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Court Litigation; *Day Care; Early Childhood Education; *Federal Legislation; *Federal State Relationship; Full State Funding; Low Income Groups; *State Programs; *Teleconferencing
IDENTIFIERS- Clinton Administration; *Family Support Act 1988; Welfare Reform

This report summarizes four audioconferences held in the spring and summer of 1993 by the Child Care Action Coalition (CCAC) to address the implication of the Family Support Act (FSA) of 1988. The FSA was designed to reduce welfare costs by providing training, education, and child care to recipients of Aid to Families with Dependent Children (AFDC) so that they can become employed and self-sufficient. The first audioconference focused on recent FSA litigation, specifically lawsuits filed against

Connection and Balance" (R. Cummings); (4) "Curriculum Integration: A Critical Analysis of Practical and Conceptual Ideas" (A. Relan and R. Kimpston); (5) "Getting Unstuck: Curriculum as a Tool of Reform" (A. Lewis); (6) "The Resurgence of Interdisciplinary Studies" (J. Gaff); (7) "Problems and Possibilities for an Integrative Curriculum" (J. Beane); (8) "The Integrated Curriculum" (H. Jacobs); (9) "Integrated Curriculum in Historical Perspective" (G. Vars); (10) "A Comparison of Traditional and Integrative Approaches" (B. J. Shoemaker); (11) "Ten Ways To Integrate Curriculum" (R. Fogarty); (12) "Education 2000 Integrated Curriculum" (B. J. Shoemaker); (13) "Projects as Curriculum: Under What Conditions?" (T. Webster); (14) "Connect Your Curriculum" (A. Foster and others); (15) "Cross-Curricular Connections" (J. Maute); (16) "Bringing It Together: Literature in an Integrative Curriculum" (J. L. Smith and H. Johnson); (17) "How Our Team Dissolved the Boundaries" (S. Drake); (18) "Explorations of Teachers' Development of Integrative Curriculums" (N. Gehrke); (19) "Refocusing Advisories, Thematically" (M. James); (20) "A Caveat: Curriculum Integration Isn't Always a Good Idea" (J. Brophy and J. Alleman); and (21) "Students' Perceptions of an Integrated Unit" (B. Mansfield). (HTH)

ED 369 573 PS 022 400

Bellanca, James, Ed.; Swartz, Elizabeth, Ed.
The Challenge of Detracking: A Collection.
PUB DATE- 93
NOTE- 296p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Ability Grouping; Academic Achievement; Academically Gifted; *Educational Attitudes; *Educational Change; Educational Policy; Educational Research; Elementary Secondary Education; Equal Education; *Grouping (Instructional Purposes); Program Descriptions; Socioeconomic Influences; *Track System (Education)

Noting that in practice, educational research highlighting the negative effects of tracking and ability grouping is often ignored, this book examines the implications of tracking and presents alternatives to this instructional policy. Divided into four sections, the chapters discuss tracking as a systematic barrier to all children, explore the research on the effects of tracking, discuss the implications of tracking in regard to gifted students, and describe programs that work without tracking or ability grouping. The chapters are: (1) "Tracking and Ability Grouping: A Structural Barrier to Access and Achievement" (J. Oakes and M. Lipton); (2) "The Tracking Wars: Is Anyone Winning?" (A. Steinberg); (3) "Keeping Track, Part 1: The Policy and Practice of Curriculum Equality" (J. Oakes); (4) "Keeping Track, Part 2: Curriculum Inequality and School Reform" (J. Oakes); (5) "Achievement Effects of Ability Grouping in Secondary Schools: A Best-Evidence Synthesis" (R. Slavin); (6) "Tracking: Implications for Student Race-Ethnic Subgroups" (J. Braddock); (7) "Classroom Opportunities: Curriculum Goals and Instruction" (J. Oakes with others); (8) "On the Wrong Track?" (D. Gursky), on the civil rights aspects of tracking; (9) "Are Cooperative Learning and 'Untracking' support established humanities alliances, and assist the formation of emerging alliances. The project director conducts faculty surveys to build new alliances, especially among underrepresented or underserved populations; organizes workshops, conferences, and inservice; provides ongoing technical support; and fosters public awareness of humanities alliances through newsletters and public relations. Current alliances represent teachers and faculty in history, social studies, communications, English, reading, whole language, journalism, foreign languages, and geography. Steps that facilitate alliance formation are outlined, including the initial interest meeting; financial and technical support available from the statewide network; development of a steering committee and local leadership; continuing alliance workshops, conferences, and activities; and establishment of alliances of alliances, formed by leaders in a common academic area. Contains brief descriptions of 24 existing Arkansas academic alliances. (SV)

ED 369 589 RC 019 559

Lemke, June Canty
Teacher Induction in Rural and Small School Districts.
PUB DATE- Mar 94
NOTE- 7p.; In: Montgomery, Diane, Ed. Rural Partnerships: Working Together. Proceedings of the Annual National Conference of the American Council on Rural Special Education (ACRES) (14th, Austin, Texas, March 23-26, 1994); see RC 019 557.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Personnel Management; *Rural Schools; School Districts; Small Schools; Teacher Characteristics; Teacher Education; *Teacher Orientation; Teacher Persistence; *Teacher Recruitment; Teacher Shortage; Teaching Conditions

The literature shows clearly that rural administrators find it extremely difficult to locate and hire qualified teachers who fit in with the school and community and will stay in the job. The "ideal" rural teacher is certified to teach more than one subject or grade level, can teach students with a wide range of abilities in the same classroom, is prepared to supervise extracurricular activities, and can adjust to the community. One successful recruitment strategy involves stressing the benefits of working in rural and small schools, such as small class size, personal relationships with students, individualized instruction, greater student and parent participation, and greater teacher impact on decision making. Most rural teachers were raised close to where they now teach. Various "grow-your-own" strategies focus on offering incentives to local potential teachers to assist them in obtaining the needed education and training. For example, Future Teachers of America clubs encourage students to consider returning to their home communities once they have received their credentials. Teacher induction in rural and small schools poses particular problems as the new teacher must become acquainted with the community as well as the school. Strategies for successful teacher induction include carefully selected initial assignments, clear goals and feedback, an encouraging and nonthreatening environment, and opportunities to interact with experienced colleagues and parents. Collegial mentoring arrangements, separate from teacher evaluation, can be crucial in helping new teachers through the induction period. Various

Whorton, James E.; And Others
A Comparison of Leisure and Recreational Activities for Adults with and without Mental Retardation.
PUB DATE- Mar 94
NOTE- 9p.; In: Montgomery, Diane, Ed. Rural Partnerships: Working Together. Proceedings of the Annual National Conference of the American Council on Rural Special Education (ACRES) (14th, Austin, Texas, March 23-26, 1994); see RC 019 557.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adult Programs; Cognitive Ability; College Students; *Developmental Disabilities; Individual Needs; *Leisure Education; *Mental Retardation; *Normalization (Disabilities); *Recreational Activities; *Recreational Programs

This paper compares the preferences for leisure and recreational activities of adults with and without mental retardation. In a previous study conducted by Butler (1988), 548 adults with developmental disabilities and mental retardation were interviewed with open-ended questions about living arrangement needs, competitive employment and work training needs, and leisure needs. The current study used the same questions for interviewing 300 college and university undergraduate and graduate students, many of whom were majoring in special education and regular education. A comparison revealed the two groups had similar preferences for leisure or recreational activities. About two-thirds of the activities chosen by the mentally retarded population were not directly related to cognitive ability, indicating that this ability does not specifically determine the extent in which one may participate or enjoy leisure activities. Educators should offer an array of normalized activities for disabled students to choose from, rather than relying on stereotypical segregated or passive activities. Additionally, disabled individuals should involve themselves, as much as possible, in the same type of events as their same-age peers. Equally important are appropriate learning environments, the encouragement of adaptation and proficiency through systematic skill instruction, and collaboration between home, school, and community for successful recreational programming for disabled adults. (LP)

ED 369 607 RC 019 577

Bornfield, Gail
Grade Retention and Parental Aspirations for Students with Learning Disabilities.
PUB DATE- Mar 94
NOTE- 9p.; In: Montgomery, Diane, Ed. Rural Partnerships: Working Together. Proceedings of the Annual National Conference of the American Council on Rural Special Education (ACRES) (14th, Austin, Texas, March 23-26, 1994); see RC 019 557.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Educational Practices; Elementary Secondary Education; *Grade Repetition; *Learning Disabilities; *Parent Aspiration; *Parent Attitudes; Postsecondary Education; Rural Education; *Special Education
IDENTIFIERS- *North Dakota

A survey examined the grade retention of learning disabled students in North Dakota and parental aspirations for these students at the postsecondary level. Questionnaires were

Berkeley, Terry R.; Harriman, Nancy E.
Special Education Administrator Training: Meeting Market Needs through Collaboration in Northern New England.
PUB DATE- Mar 94
NOTE- 7p.; In: Montgomery, Diane, Ed. Rural Partnerships: Working Together. Proceedings of the Annual National Conference of the American Council on Rural Special Education (ACRES) (14th, Austin, Texas, March 23-26, 1994); see RC 019 557.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Education; Administrators; *Educational Needs; Elementary Secondary Education; Graduate Study; Higher Education; *Intercollegiate Cooperation; *Masters Programs; *Program Development; Rural Areas; Rural Education; *Special Education; Special Education Teachers
IDENTIFIERS- Gallaudet University DC; Keene State College NH; Plymouth State College NH

A joint masters degree program in special education administration was developed through collaboration among Gallaudet University (Washington, D.C.), Plymouth State College (New Hampshire), and Keene State College (New Hampshire). The program was established in 1990 to meet the needs of special educators in rural areas of New Hampshire, Maine, and Vermont. Discussions with potential graduate students resulted in the identification of training needs in different areas of special education and administration. As a result, a summer program of study was established and held at Plymouth State College. Prompted by student discussions of the need for an even more advanced program, members of a joint advisory committee examined the training needs of current holders of master's degrees serving as directors of special education and master teachers. In an effort to expand the program for this potential market, data were analyzed from course evaluations, meetings with special education directors and teachers, and a needs assessment administered to special education directors and parents. Plymouth State College was awarded a state grant to support a series of summer leadership training institutes and to design a Certificate of Advanced Graduate Study program (CAGS) in educational leadership. Efforts are currently directed toward designing a course of study, developing a market plan, writing proposals, and obtaining final approval for the new CAGS program. (LP)

ED 369 625 RC 019 595

Roeske, C. Edward
The Extended Family: An Educational Program for the Seasonal and Migrant Farm Worker.
PUB DATE- Mar 94
NOTE- 15p.; In: Montgomery, Diane, Ed. Rural Partnerships: Working Together. Proceedings of the Annual National Conference of the American Council on Rural Special Education (ACRES) (14th, Austin, Texas, March 23-26, 1994); see RC 019 557.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agricultural Laborers; Daily Living Skills; Educational Attainment; Educational Opportunities; Extended Family; *Family Involvement; *High School Equivalency Programs; *Migrant Education; Migrants; Program Descriptions

Education; *High School Graduates; Human Capital; Income;
*Poverty; Rural to Urban Migration; Rural Urban Differences
IDENTIFIERS- Education Economy Relationship; *United States
(South)

This report examines the progress in human capital development made by counties in the South during the 1980s. County-level data from 13 southern states were collected primarily from the 1980 and 1990 censuses. Thirteen maps depict, at the county level, completion of high school or more in 1980 and 1990, percent change in high school completion during the decade, median educational level in 1980, percent of population with less than a ninth grade education in 1990, high school dropout rates in 1990, college completion in 1980 and 1990, completion of advanced or professional degree in 1990, percent change in income during the decade, compound average annual income growth rate during the decade, and poverty rate in 1990. Counties in Appalachian Kentucky and Tennessee, along the Mississippi River, and bordering the Rio Grande in Texas had low high school completion rates in 1980. By 1990, the Mississippi River counties showed notable reductions in the proportion of the population without a high school diploma, especially in comparison to the counties in Kentucky, Tennessee, and Texas. However, these Mississippi River counties did not show an accompanying increase in income, and their poverty rates continued high in 1990. Maps depicting college completion look quite different from those depicting high school completion, since college graduates, particularly in rural areas, must leave their home communities to find appropriate employment. Overall, progress has been made in the U.S. South in terms of raising human capital stocks, but considerable disparities remain, even within individual states. (SV)

ED 369 643 RC 019 630

Connors, William R.
Teacher Shortages and Surpluses in New York State: Perceptions of Rural Teaching Candidates and Administrators.
PUB DATE- May 94
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Elementary Secondary Education; Employment Opportunities; Higher Education; *Job Applicants; *Preservice Teacher Education; Rural Areas; *Teacher Attitudes; Teacher Recruitment; *Teacher Shortage
IDENTIFIERS- *New York; Ticonderoga Central School District NY

In 1992, Ticonderoga Central School District, an isolated rural district in New York, advertised for a single elementary education teacher and received over 400 applications. Given recent publicity about an impending teacher shortage, a project was undertaken to determine the true status of teacher supply and demand in New York. Surveys of 63 of the Ticonderoga applicants and 181 administrators from most New York counties (excluding New York City) examined attitudes and perceptions about a teacher shortage or surplus. Applicants indicated that: (1) they had been led to believe there was a teacher shortage; (2) they were very frustrated with job hunting; and (3) they were dissatisfied with their teacher preparation program in the area of employability and marketability. Administrators reported shortages of librarians and physics, foreign language, and chemistry teachers, while reporting apparent surpluses of elementary school, social studies, English, and physical

IDENTIFIERS- South Africa
This theme issue of the serial "Educational Foundations" contains five articles devoted to the topic of "Politics and the Schools." In "Resisting Racial Awareness: How Teachers Understand the Social Order from Their Racial, Gender, and Social Class Locations," Christine E. Sleeter discusses the conception of multicultural education of 30 teachers, 26 of whom are white, and concludes that teachers integrate information about race provided in multicultural teacher education programs into the knowledge they already have, much more than they reconstruct that knowledge. Alan Wieder's "Afrocentrisms: Capitalists, Democratics, and Liberationist Portraits" reviews the multidimensional aspects of Afrocentric curricula. Concha Delgado-Gaitan and Nadeen T. Ruiz's "Parent Mentorship: Socializing Children to School Culture" examines three common models of parental involvement programs: (1) family impact model; (2) school impact model; and (3) cooperative system model. In "Dismantling Educational Apartheid: Case Studies from South Africa," Beverly Lindsay explores the results of apartheid on contemporary educational conditions by investigating six local schools in South Africa. In the final article, "Institutional Inertia to Achieving Diversity: Transforming Resistance into Celebration," Nancy P. Greenman, and others, discuss structural barriers to cultural diversity in higher education. (Author/CK)

ED 369 664   SO 022 930

Van Galen, Jane, Ed.; And Others
Studies in Empowerment.
SPONS. AGENCY- Pittsburgh Univ., Pa. Dept. of Philosophy.
PUB DATE- 92
NOTE- 112p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Content Analysis; Developing Nations; Elementary Secondary Education; Foreign Countries; Grade 1; Illustrations; Middle Schools; *Music; Popular Culture; Public Education; *Textbooks
IDENTIFIERS- *Empowerment; Latin America
This theme issue of the serial "Educational Foundations" contains five articles devoted to the topic of "Studies in Empowerment." In "The Disempowering of Empowerment: Out of the Revolution and into the Classroom," Margaret D. LeCompte and Kathleen Bennett deMarrais focused on placing the term in proper historical context. Guy B. Senese "Away from Goodness: The Challenger Disaster and the Irony of a Nation at Risk" utilized the story of the U.S. Challenger shuttle accident to shed light on the character and ideals of U.S. public education. In "Rethinking the Concept of 'The Popular' in Critical and Poststructural Social and Educational Theory," Maureen Stout explored the concept of "the popular" and the relationship to the context of less developed countries and Latin America in particular. Daniel J. Walsh and others, in "The Two-Year Route to First Grade: Administrative Decisions and Children's Lives," examined a practice of requiring large numbers of students to take two years of schooling to get to first grade and found the practice ineffective in changing school failure. In the fifth study, "The Boys in the Band: Sexism and the Construction of Gender in Middle School Music Textbook Illustrations," Julia Eklund Koza analyzed middle school, music textbook illustrations of people engaged in music-related activities and found that textbook

*Females; Higher Education; Nontraditional Occupations; Salary Wage Differentials; Secondary Education; Sex Discrimination; Tables (Data); *Women Administrators; *Women Faculty; *Womens Education

IDENTIFIERS- *Missouri

This report provides statistical analysis of women in education and the work force in Missouri along with a list of the high growth occupations in Missouri. A chart shows that the percentage of high school graduates that are women has remained at about 50% for 10 years. Although there are noted decreases in the number of computer science, engineering, and mathematics degrees conferred upon women, women's enrollment in higher education institutions increased 3% from 1981 to 1989. Women are represented more widely than men in lower academic ranks of faculty at public and private institutions, and although female faculty members are generally paid less than males, salary parity doesn't appear to be as important an issue as representation in academic ranks. In Missouri, 63.1% of employed women work in jobs classified as either technical, sales, and administrative support or service occupations, and on the average, women's earnings were lower than men's in every occupational category. The top seven growth occupations in Missouri are: (1) computer systems analyst; (2) employment interviewers; (3) home health aids; (4) refuse collectors; (5) upholsters; (6) medical records technician; and (7) carpet installer. Except for home health aides and medical records technicians, all of these occupations are considered nontraditional occupations for women. (Author/CK)

ED 369 685 SO 023 775

Kowalaski, Jacek
Center for Civic and Economic Education (Warsaw).
SPONS. AGENCY- Ministry of National Education, Warsaw (Poland). Teacher Training Dept.; Ohio State Univ., Columbus. Mershon Center.
PUB DATE- 93
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Citizenship Education; *Civics; *Curriculum Development; *Economics Education; Elementary Secondary Education; Foreign Countries; Instructional Materials; International Educational Exchange; *Teacher Education Programs
IDENTIFIERS- *Center for Civic and Economic Education (Poland); *Poland

Poland's Center for Civic and Economic Education was established to improve teachers' ability to instruct students in civic education in the newly democratized Poland. The Center seeks to improve teacher skills, to gather information on effective teaching methods and curricula, and to pursue other activities to heighten civic education in Polish schools. During 1993 the Center held workshops and seminars to promote these goals. At the same time, other Polish and international institutions held conferences that helped promote the Center's activities, while the Center worked to foster the educational aims of other groups. The Center has been conducting youth forums on various subjects, aiding in the publication of books and other materials that encourage teaching about democracy, and gathering library and database materials for use by educators. In 1994 the Center plans to hold more teacher workshops, one-day "current issues" meetings for teachers, youth forums, and literature are included. Surveys and reports of research work also are included. Resources that describe programs in multicultural education at schools across the country are listed. (DK)

ED 369 704 SO 023 895

Obanya, P. A. J.
Education and Cultural Development: Policies and Practices in the Africa Region.
PUB DATE- Aug 92
NOTE- 20p.; Paper presented at the International Conference on Education (43rd, Geneva, Switzerland, September 14-19, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Developing Nations; *Economic Development; *Educational Policy; Foreign Countries; Higher Education; Questionnaires; *Role of Education; Sociocultural Patterns
IDENTIFIERS- *Africa

This paper is an attempt to summarize the responses provided by African member states to a questionnaire that was part of the preparation activities for a conference on education. The questionnaire dealt with: (1) education, culture, and development policies; (2) taking the cultural dimension into account in educational programs; (3) the role of education in the cultural and artistic development of the individual; (4) cultural development through interaction between education, the community, and the society at large; and (5) cultural and intercultural aspects of education, as a new responsibility for teachers. The following 21 countries responded to the questionnaire: Benin, Botswana, Burkina Faso, Burundi, Republique Centrafricaine, Cote d'Ivoire, Ethiopia, Guinea, Equatorial Guinea, Kenya, Lesotho, Malawi, Mauritania, Namibia, Nigeria, and Senegal. All of the 21 responding member states have national development plans. The stated objectives for education fall under three major categories: (1) reinforcement of basic education; (2) building on the qualitative gains of the past; and (3) improved educational management. In the area of culture, four major categories of national objectives are easily discernible: (1) preservation of cultural heritage; (2) taking care of the cultural dimension in national development programs; (3) wielding the nation together through respect for the culture of all nationalities; and (4) the promotion of creativity among the citizenry. The link between education and culture policies is not clear. There is a general assumption that these are implicitly linked through the inclusion of practical subjects in education. (DK)

ED 369 705 SO 023 897

Ahmed, H.
The Contribution of Education to Culture Development in Asia and the Pacific.
PUB DATE- Sep 92
NOTE- 9p.; Paper presented at UNESCO's International Conference on Education (43rd, Geneva, Switzerland, September 14-19, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Citizenship Education; *Cultural Awareness; *Culture; Developing Nations; Elementary Secondary Education;

figure in the news without the difficulties of composition. The final idea for using a newspaper is to create a file box of 14 activities listed. A student contract for studying the theme of using the newspaper provides students the choice of contracting for certain requirements and the agreement of teacher and parent. (CK)

ED 369 724 SO 023 979

Scott, Kathryn P.
Researching Pedagogy: A Transformative, Feminist Perspective.
PUB DATE- Apr 93
NOTE- 16p.; Presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Consciousness Raising; *Feminism; Moral Values; Organizational Development; *Power Structure; Seminars; *Sex Role; Social Structure
IDENTIFIERS- *Feminist Pedagogy; Feminist Scholarship; Learning Communities

Evolving from experiences in a graduate seminar that led to new understandings of feminist pedagogy, this theory of feminist pedagogy in action rests on four phenomena that are each necessary but none sufficient. After describing the creation of a learning community as well as a search of educative research, a delineation of the four phenomena is outlined. Feminist pedagogy occurs at the juncture of: (1) a reinventing of power relationships that emancipate teachers, learners, and the subject investigated; (2) a context where community, conversation, and connected knowing flourish; (3) an understanding of knowing as partial and incomplete; and (4) moral leadership by teachers and learners. A 23-item bibliography presents works read by a majority of the seminar participants. (CK)

ED 369 725 SO 023 980

Sherman, Helen E.
A World of Maps and Travel. An Interdisciplinary Curriculum and Resource Packet Designed for Secondary Students.
PUB DATE- Dec 90
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Geography; *Global Approach; Integrated Curriculum; *Interdisciplinary Approach; *Maps; *Map Skills; Outcomes of Education; Secondary Education; Secondary School Curriculum; Social Studies; Student Educational Objectives; Technology; Units of Study

Designed for secondary students, this interdisciplinary curriculum and resource packet provides opportunities to study maps and produce a map project. Objectives of the total curriculum and individual units describe the educational outcomes. Unit 1 activities and worksheets develop a strong foundation in map skills and the history of maps. Based on making maps and the meaning of maps produced, unit 2 is

Health Insurance; *Multiple Employment; Public Schools; Public School Teachers; Sex Differences; State Surveys; *Teacher Attitudes; *Teacher Characteristics; *Teacher Morale; *Teacher Salaries; Trend Analysis; Year Round Schools
IDENTIFIERS- *Texas

This survey, the eighth in a series of biannual surveys of demographic information related to Texas public school teachers, had 361 respondents. Data indicate that the average teacher in Texas is a 43-year-old female, making a $30,395 salary, is married with a working spouse, has a bachelor's degree, is not the breadwinner, teaches elementary school in a suburban district, and has 14.8 years of experience. Thirty-eight percent of the respondents were seriously considering leaving the profession. Thirty-three percent work in the summer, making an average of $2,391, and 23 percent moonlight during the regular school year, making $3,533 by working 12 hours per week. Teachers believe that moonlighting is detrimental to their job performance and would like to quit. Seventy-eight percent of the teachers pay health insurance, in the average amount of $149.50 monthly. Almost half the teachers believe year-round schools will improve student achievement and believe that the quality of teaching is better than it was 5 years ago. Salary changes, moonlighting changes, demographic characteristics, and teacher attitudes are analyzed over the 1980 to 1994 period. Gender differences are also examined. Seven figures, five tables, and teacher comments are provided to support the study findings. A copy of the survey form is attached. (Contains 12 references.) (Author/JDD)

ED 369 745 SP 035 186

Piland, Diane E.
The Socialization Process of Student Teachers: A Descriptive Study.
PUB DATE- Apr 93
NOTE- 44p.; Paper presented at the Conference of the North Central Sociological Association (Toledo, OH, April 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Developmental Stages; Elementary Education; Expectation; Higher Education; Interviews; Performance Factors; Personal Autonomy; *Preservice Teacher Education; Self Esteem; *Socialization; Student Attitudes; *Student Development; *Student Teachers; Teacher Evaluation; Teaching Skills; Theories; Theory Practice Relationship

This study used a triangulated methodology involving ethnographic interviews, opinionnaires, and rank ordering of student concerns to discover variables that impacted student teachers as they passed through developmental stages. Data collected from interviews with five elementary student teachers were used to discover a developmental theory of student teaching while simultaneously applying the developmental theory to practice. Six major areas of student teacher concern emerged: socialization, evaluation, expectation, management, autonomy, and self-esteem. Four developmental stages could be identified for the student teachers: (1) fears, anxieties, or uncertainties; (2) socialization; (3) autonomy; and (4) affirmation. The stages were similar in content, were sequential, overlapped, and were cyclical in nature. Implications of study findings for student teacher readiness, placement, and orientation are discussed. Appendices contain definitions of operational terms and vignettes of the five education. A highlight of the process is the self-study procedure which allows the institution to examine and assess its teacher education program. This is followed by an on-site visit to the institution by a team of professional educators with subsequent recommendations and commendations. The guide is organized into five sections: (1) "General Procedures"; (2) "Self-Study Committees"; (3) "Use of Forms and Related Materials"; (4) "The On-Site Visit"; and (5) "Final Report and Follow-Up Activities." Appendixes provide samples of the following forms: enrollment data summary; program description; response to standards (self-study); response to standards (on-site team); program summaries (commendations, recommendations, and suggestions); institutional follow-up report; schedule of on-site visits; and an interim evaluation report. (LL)

ED 369 764 SP 035 209

Jones, Craig H.; And Others
A Comparison of the Academic Behaviors of Elementary and Secondary Education Students.
PUB DATE- Nov 93
NOTE- 11p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- College Seniors; Comparative Analysis; *Education Majors; Elementary Secondary Education; Higher Education; *Life Style; Notetaking; *Student Behavior; *Study Habits; *Study Skills
IDENTIFIERS- Preservice Teachers

This study analyzed differences between the study skills of 146 college seniors majoring in elementary education and 115 college seniors majoring in secondary education at a university in mid-South United States. Both samples of students appropriately engaged in less than 60 percent of the study skills measured. Though the overall level of study skills did not differ between the two populations, a discriminant analysis revealed a different approach to studying that differentiated elementary from secondary education majors. Elementary education majors reported general lifestyles that were more conducive to academic achievement (e.g., obtained more adequate sleep) than were the lifestyles of secondary education majors. Secondary education majors, however, were less likely to waste actual study time by doodling or daydreaming and had better note-taking skills than did elementary education majors. Elementary education majors could ascertain important facts easier than secondary education majors, but secondary education majors were better able to apply facts from school to understand events outside of school. (Author/JDD)

ED 369 765 SP 035 210

Rancifer, Jesse L.
Correcting Impaired Student Self-Concepts: An Instructional Leadership Strategy for Teachers and Principals.
PUB DATE- Nov 93
NOTE- 23p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

(4) "Getting Off to a Good Start"; (5) "Planning and Conducting Instruction"; (6) "Maintaining Appropriate Student Behavior"; (7) "Communication Skills for Teaching"; (8) "Managing Problem Behaviors"; and (9) "Managing Special Groups." Answer keys for chapter activities are appended. (Contains approximately 50 references.) (LL)

ED 369 783 SP 035 256

Wassermann, Selma
Getting Down to Cases. Learning To Teach with Case Studies.
PUB DATE- 93
NOTE- 207p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Beginning Teachers; *Case Studies; Curriculum Development; Decision Making; *Educational Principles; *Education Courses; Elementary Secondary Education; Higher Education; Preservice Teacher Education; *Teacher Educators; Teacher Role; Teacher Student Relationship
IDENTIFIERS- *Case Method (Teaching Technique); Preservice Teachers; Reflective Thinking

The fundamental theses of this book are: (1) major improvements are needed in preservice teacher education programs; (2) increased use of case-based, discussion-oriented methodology as a primary, but not exclusive, pedagogical approach offers promise for substantial improvement over current efforts; (3) using case studies, students learn to apply methods of thinking to the solution of complicated issues; and (4) not only are there few "right answers" to complex and profound questions about teaching, but teaching is a profession in which informed decision making is the only reliable course of action. Following a foreword by C. R. Christensen, the text is organized into six chapters. Chapters 1 and 2 provide the framework for case-method teaching. The cases are gathered into three chapters, each one focusing on a different area of teaching emphasis--the teacher as person, teachers and students, and the teacher and the curriculum. Each case focuses on a problem in which an educational principle is examined and is followed by a list of study questions that call for students' examination of issues in the case and of the educational principles upon which the case rests. The last chapter provides practical help for beginning teachers who want to write cases to illuminate their own endeavors in the teaching profession to enrich classroom experience. (LL)

ED 369 784 SP 035 257

Hargreaves, Andy, Ed.; Fullan, Michael G., Ed.
Understanding Teacher Development.
PUB DATE- 92
NOTE- 243p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Cultural Influences; Elementary School Teachers; Elementary Secondary Education; *Faculty Development; *Individual Development; *Personal Narratives; Secondary School Teachers; *Self Actualization; Teacher Improvement; *Teaching (Occupation); *Teaching Conditions; Theory Practice Relationship
IDENTIFIERS- Gender Issues; Professionalization of Teaching; Reflection Process; *Teacher Development

758, ED 313 996. For volumes VI-IX, see HE 027 378-381.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Church Related Colleges; College Faculty; College Instruction; College Students; Community Colleges; Curriculum Design; Doctoral Degrees; Educational History; *Educational Planning; *Educational Research; *Educational Theories; Faculty Mobility; Faculty Promotion; Federal Government; Futures (of Society); Government Role; Graduate Study; *Higher Education; Historiography; Instructional Effectiveness; Instructional Improvement; Leadership; Locus of Control; Personal Autonomy; Professional Education; Research Administration; Student Attitudes; Teacher Effectiveness; Women Faculty
IDENTIFIERS- Faculty Research; Time to Degree

Eleven papers on theory and research in higher education have the following titles and authors: "Perceived Control in College Students: Implications for Instruction in Higher Education" (Raymond P. Perry); "The Changing Locus of Control Over Faculty Research: From Self-Regulation to Dispersed Influence" (Melissa S. Anderson and Karen Seashore Louis); "The Federal Role in American Graduate Education" (Patricia J. Gumport); "Effective Teaching Behaviors in the College Classroom" (Harry G. Murray); "Differential Progress of Women Faculty: Status 1980-1990" (Mary M. Dwyer, and others); "Measuring, Understanding, and Doing Something About the Rise in Doctorate Completion Time" (Howard P. Tuckman); "Faculty Mobility in an Organizational Context" (Dolores L Burke); "Instructional Interventions: A Review of the Literature on Efforts to Improve Instruction" (Maryellen Weimer and Lisa F. Lenze); "Professional Education: Stratifying Curricula and Perpetuating Privilege in Higher Education" (Gary Rhoades); "Leadership in Community Colleges: Looking Toward the Second Century" (Susan B. Twombly and Marilyn J. Amey); "Religious Higher Education in America: An Historiographic Survey" (F. Michael Perko). Individual papers include references. Includes author and subject indexes and lists contents of previous volumes. (JB)

ED 369 341 HE 027 380

Smart, John C., Ed.
Higher Education: Handbook of Theory and Research. Volume VIII.
PUB DATE- 92
NOTE- 482p.; For volumes I-V, see ED 263 852, ED 274 248, ED 308 758, ED 313 996. For volumes VI-IX, see HE 027 378-381.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bibliometrics; College Administration; College Curriculum; College Faculty; College Instruction; College Students; Collegiality; *Educational Planning; Educational Quality; *Educational Research; *Educational Theories; Government School Relationship; *Higher Education; Postsecondary Education; Quality Control; Regression (Statistics); Remedial Instruction; Reputation; Research Methodology; State Colleges; Statistical Analysis; Status; Student Attitudes; Student Evaluation of Teacher Performance
IDENTIFIERS- Intensive Courses; Logistical Regression; Reputational Rankings; State College and University Systems

Ten papers on theory and research in higher education have the following titles and authors: "Collegiality: Toward a Clarification of Meaning and Function" (James L. Bess);

non-profit educational corporation established to expand the educational mission of SUNY through fund raising, administration of gifts and grants, and promotion and administration of externally-sponsored research. From June 30, 1987 to June 30, 1992 the Foundation has seen a large increase in expenditures from $189 million to $289 million. The audit covered practices related to controls over direct expenditures for research and sponsored activities. It examined more than 50 personal service expenditures and almost 100 other-than-personal-service expenditures from 17 sponsored projects at two campuses (Buffalo and Stony Brook). The audit found that, except for controls over certain subcontractor costs, the internal control structure appears to be adequate to ensure that expenditures are appropriate. About 10 percent of direct expenditures are payments to subcontractors. These have increased from $7.7 million in 1987 to $22.4 million in 1992. Examination of selected vendors found that Foundation payments were based on summary billings with no supporting documentation. Other irregularities included inappropriately charged consultant fees, unsupported expenses, and over-billings. Includes the comments of Foundation officials. (JB)

ED 369 360 HE 027 399

State University of New York Stony Brook University Hospital: Selected Expenditure Controls. Report 92-S-66.
PUB DATE- 20 Jan 94
NOTE- 26p.; For related documents, see HE 027 397-400.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Costs; *Expenditures; *Financial Audits; Higher Education; *Hospital Personnel; Overtime; Payroll Records; Personnel Management; *Personnel Policy; Purchasing; *Teaching Hospitals
IDENTIFIERS- *State University of New York Stony Brook

An audit was done of selected expenditure controls at the State University of New York (SUNY) at Stony Brook University Hospital particularly payroll costs and procurement practices. The Hospital reported an operating loss of $24 million in 1992. The audit reviewed Hospital management and staff and applicable policies and procedures as well as records of expenditure transactions. Overall findings were that certain purchasing practices could be improved. More importantly the Hospital is not adequately controlling payroll costs for oncall and recall services and is making unnecessary payments to some employees. Employees oncall receive $2.25 an hour for time oncall. employees on recall receive time and a half for a minimum of one-half day or hours worked, whichever is greater. The audit found that many employees are scheduled and receive payments for oncall status but are rarely recalled. Questionable and improper practices identified include payments to employees for working overtime or on recall basis while they are being paid for oncall status, recalling staff who are not oncall while staff on oncall in the same unit are never recalled, and staff use of sick leave during normal shifts while also remaining oncall. The original audit was in January 1992. A return visit in June 1993 found many of the same practices in place. Comments of SUNY officials are included. (JB)

ED 369 361 HE 027 400

State University of New York Health Science Center at Brooklyn: Selected Contracting and Expenditure Controls. Report 93-S-50.

Modern Curriculum for Lower Division Engineering Core" (N. A. Ibrahim). (Contains 6 references.) (GLR)

ED 369 379 HE 027 419

Brown, Sally; Knight, Peter
Assessing Learners in Higher Education. Teaching and Learning in Higher Education Series.
PUB DATE- 94
NOTE- 165p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Change Strategies; *Evaluation Methods; *Evaluation Utilization; Foreign Countries; Higher Education; *Student Evaluation; Student Improvement; *Undergraduate Study

This book explores the key issues of learner assessment in terms of who it is for, what modes of assessment exist, what makes for sound assessment, why assessment is done, what agencies are promoting innovative methods of assessment, and the catalysts for change. Practical suggestions on how to assess more effectively are provided, including specific advice on the use of explicit criteria which is urged to be the key to improved student performance. The book contains descriptions of a wide variety of techniques for assessment, together with some guidance on how and when best to use them, while at the same time recognizing some of the pitfalls that can arise. The book argues that, since all assessment methods, whether traditional or otherwise, disadvantage some students, a variety of methods must be adopted in order to remedy these inequalities as much as possible. In addition, the authors argue for the involvement of students in their own and each other's assessment in order to broaden the feedback obtained as well as enhance their capability of judging their own abilities and performance. The volume includes an index. (Contains 115 references.) (GLR)

ED 369 380 HE 027 420

Lie, Suzanne Stiver, Ed.; And Others
The Gender Gap in Higher Education. World Yearbook of Education 1994.
PUB DATE- 94
NOTE- 255p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- College Administration; College Faculty; College Students; Comparative Analysis; Cultural Influences; Foreign Countries; *Higher Education; *Organizational Climate; *Sex Bias; *Sex Differences; *Sex Discrimination; Social Environment; Trend Analysis; Women Faculty
IDENTIFIERS- Australia; Botswana; Bulgaria; China; France; Germany; Greece; Iran; Netherlands; Norway; Pakistan; Poland; Russia; Turkey; United Kingdom; United States; Uzbekistan

This book presents 19 essays that examine the relative position of men and women in higher education in 17 countries. The focus is on women, particularly their changing position in higher education as students, faculty, and administrators. The book also provides a comparison of countries in an attempt to arrive at a low-level theoretical proposition which can be tested in the future. Essays and their authors are as follows: "The Gender Gap in Higher Education: A Conceptual Framework" (Lynda Malik and Suzanne Stiver Lie); "Academic Women in Australia:

management, policy, standards, access and training, dissemination, and addressing the debate between public and private interests. Government middle management appears aware of the problems and potential of the Internet and ready to address the various issues. The survey questionnaire is attached. (Contains 12 references.) (SLD)

ED 369 400 IR 054 967

Turko, Karen
Mass Deacidification Systems: Planning and Managerial Decision Making.
PUB DATE- 90
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Books; Cost Effectiveness; Decision Making; Evaluation Methods; Higher Education; Library Materials; *Library Planning; Library Technical Processes; Pilot Projects; *Preservation; Program Development; Records Management; Repair
IDENTIFIERS- Brittle Books; *Library Materials Conservation; *Paper Deacidification; Paper Deterioration

Library administrators, faced with the problems of acid-paper deterioration, are examining mass deacidification procedures. Mass deacidification of acidic books while they are still physically sound and not yet brittle is the most cost-effective corrective action to extend the life of the paper. There are currently at least five mass deacidification processes available or under development, so that library administrators can begin to plan for the process. A brief and nontechnical description is given of the following five techniques: (1) DEZ (diethyl zinc), a process at the pilot stage; (2) Wei T'o, a liquified gas process that is in use in at least two locations; (3) BPA, the Book Preservation Associates System, currently available in New Jersey; (4) Bookkeeper, a process under development that involves magnesium oxide; and (5) the Lithco process, in the pilot stage. A table summarizes the properties, selection requirements, cycle times, and development stages of each of these processes. Considerations of process use, such as length of time required to treat a collection, potential damage or strengthening effects, and evaluation issues are reviewed. (Contains 103 references.) (SLD)

ED 369 401 IR 054 968

Sparks, Peter G., Ed.
A Roundtable on Mass Deacidification. Report on a Meeting (Andover, Massachusetts, September 12-13, 1991).
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.
PUB DATE- 92
NOTE- 139p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Administration; *Books; Cost Effectiveness; Economic Factors; Evaluation Methods; Financial Support; Higher Education; Library Materials; *Library Planning; Library Technical Processes; Pilot Projects; *Preservation; *Program Development; Program Evaluation; Records Management; Repair;

LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Abstracts; Annotated Bibliographies; *Clearinghouses; *Education; Educational Research; Federal Programs; Literature Reviews; *Publications; *Resource Materials; State of the Art Reviews
IDENTIFIERS- *Educational Information; *ERIC

This annotated bibliography provides citations, abstracts, and indexes for the 267 documents produced by the 16 Educational Resources Information Center (ERIC) Clearinghouses in 1993. These publications consist of digests, bibliographies, state of the art reviews, and information syntheses of various types. An introduction describes the ERIC system, clearinghouse publications, the organization of this bibliography, and the availability of clearinghouse publications. A statistical summary by year (1968-1993) shows the number of publication included for each clearinghouse in the series of which this bibliography is the most recent. Document resumes are provided from the following clearinghouses: (1) Adult, Career, and Vocational Education; (2) Counseling and Student Services; (3) Reading, English, and Communication; (4) Educational Management; (5) Disabilities and Gifted Education; (6) Languages and Linguistics; (7) Higher Education; (8) Information and Technology; (9) Community Colleges; (10) Elementary and Early Childhood Education; (11) Rural Education and Small Schools; (12) Science, Mathematics, and Environmental Education; (13) Social Studies/Social Science Education; (14) Teaching and Teacher Education; (15) Assessment and Evaluation; and (16) Urban Education. Indexes by subject, personal author, and institution are provided. A directory of ERIC system components with addresses, telephone numbers, and brief descriptions of the clearinghouses' scope areas is also provided. A form for ordering microfiche or paper copy of ERIC Clearinghouse publications from the ERIC Document Reproduction Service is attached. (MES)

ED 369 421 JC 930 060

Spanbauer, Stanley J.; Hillman, Jo
A Quality System for Education: Using Quality and Productivity Techniques To Save Our Schools.
PUB DATE- 92
NOTE- 239p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrative Organization; Change Strategies; *College Administration; College Presidents; *Educational Assessment; Educational Improvement; *Educational Quality; Leadership; *Organizational Development; Participative Decision Making; Staff Development; Technical Institutes; *Total Quality Management; Two Year Colleges
IDENTIFIERS- *Continuous Quality Improvement; Fox Valley Technical College WI

This book provides a case study of the implementation of a quality improvement model to improve educational services at Fox Valley Technical College (FVTC), in Appleton, Wisconsin. Chapter 1 describes the early stages of the implementation of the quality processes at FVTC. Chapter 2 discusses the role of the chief administrator as mentor and leader in the quality and

Institutes; Trade and Industrial Education; Two Year Colleges; *Vocational Education; Work Experience Programs
IDENTIFIERS- Indiana Vocational Technical College

From the perspectives of both school and industry, this paper outlines the past, present, and future of a partnership between Ivy Tech State College (Columbus, Indiana) and Cummins Engine Company and other local industries formed to provide the southern Indiana area with a highly skilled workforce. First, David Beatty traces on-the-job training at Cummins, covering 1956 discussions about the creation of an apprenticeship program, and the 1958 creation of the Toolmaker Apprenticeship Program; 1986 efforts to revitalize the Cummins and Diesel Workers Union Apprenticeship Program, which at that point was down to only 10 apprentice electricians; and the selection of Ivy Tech to be the primary provider of related training. Beatty reports that the 50 apprentices who started classes in 3 different programs in 1987 and the 45 who started the following year in 4 different programs have completed their apprenticeship programs and received certificates of completion from Ivy Tech and the Department of Labor's Bureau of Apprenticeship and Training. Finally, he describes the initial impetus to expand Ivy Tech's training programs to other companies. Next, Sue Smith explains how Ivy Tech began to research the needs and concerns of the local business community, and how a committee of educators and industry representatives identified three skill areas for training (i.e., tool and die; electrical maintenance, and industrial maintenance/machine repair) and later added another three (i.e., molding, moldmaking, and patternmaking). Finally, both Beatty and Smith offer their perspectives on the future of the Ivy Tech partnerships with local industries. Handouts from the presentation are attached. (ECC)

ED 369 438 JC 940 265

Losak, John; Miles, Curtis
Foundations and Contexts of Developmental Education in Higher Education.
PUB DATE- 92
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; Community Colleges; Definitions; *Developmental Studies Programs; Educational Finance; Educational History; Educational Philosophy; Higher Education; High Risk Students; Politics of Education; *Remedial Programs; Student Characteristics; Two Year Colleges

This paper briefly examines the key contexts of developmental education as it has evolved in the United States, focusing on historical perspectives; demographics of student diversity; evolving definitions; and the philosophical, political, and financial contexts of developmental education. The first section traces the evolution of developmental education through colonial and pre- and post-Civil War periods, the early 20th century, and recent decades. The next section links the significant increase in the need for developmental education to the dramatic increase in the percentage of the college-age population enrolling in higher education in the last few decades, and the increasing diversity in college student populations in the past 40 years. The paper then looks at the variety of terms used to describe underprepared college students and the curricular offerings designed to offer them distributed to GC and CC students in three cohorts based on course taking patterns: Basic Skills, Transfer, and Vocational. Results of the study, based upon 230 responses from GC students and 114 from CC students, indicated the following: (1) for all students the most commonly cited reason for attending their college was convenience of location; (2) for the three cohorts at GC, price was the second most common reason for attending, while at CC price was the second most common for transfer students and small class size was the second most common among vocational and basic skills students; (3) for all students, fee increases/financial burdens was the most common reason for not continuing, lack of course availability was second, and scheduling problems was third; and (4) at GC, the quality of instructors and the reputation of the college were also often mentioned by students, while at CC the small size of the campus and classes was often mentioned. Data tables are included. (MAB)

ED 369 456   JC 940 283

Nicodemus, Karen
Collaborative Learning Strategies for the 90s in the Development of Institutional Effectiveness.
PUB DATE- 6 Apr 94
NOTE- 10p.; Paper presented at the Annual Convention of the American Association of Community Colleges (74th, Washington, DC, April 6-9, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Budgeting; *College Planning; Community Colleges; *Institutional Advancement; Institutional Mission; *Long Range Planning; Needs Assessment; *Participative Decision Making; Student Attitudes; *Teacher Participation; Two Year Colleges

Participation in a Title III consortium grant has brought about many changes at Cochise College in Arizona, and has helped create an institutional culture that embraces change and supports faculty and staff efforts to improve the institution. In December, 1993, a Planning Task Force (PTF) was established, composed of 23 members, about one-half of whom were faculty members. The PTF's initial efforts were spent in reviewing a pilot budgeting process, giving members a greater appreciation for the task of establishing college priorities and allocating resources. The PTF meetings have served as staff development opportunities, as members have applied their experiences in the PTF to other areas of their jobs. In addition to the PTF, other faculty have been involved in Assessment Focus committees, formed to link institutional goals with intended outcomes, effectiveness standards, and key indicators. The General Education, Direct Employment, and Developmental Education focus committees, for example, have drafted statements of purpose and begun to link developmental education learning outcomes to preparing students for college-level coursework. Other Title III efforts include the pilot testing of the Community College Student Experiences Questionnaire to measure student quality of effort and gain as well as satisfaction and an ad-hoc Student Tracking committee collecting information on student intent and goals. Through these efforts, the college plans to meet its goal of integrating assessment, planning, and budgeting by the 1996-97 academic year. (KP)

ED 369 457   JC 940 284

respondents indicated that they planned to continue working toward their objectives; and (5) for the past 5 years' studies, the major reasons for not returning to MCC have been work/school hours conflict (19% of the responses), financial problems (16%), transfer to another college (14%), and personal/family reasons other than illness or injury (13%). The survey instrument and cover letter are included. (MAB)

ED 369 474 PS 021 398

Caring for a Living: A Study on Wages and Working Conditions in Canadian Child Care. Final Report.
PUB DATE- 92
NOTE- 174p.; For French version, see PS 021 995.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Administrator Attitudes; *Child Caregivers; *Day Care Centers; Early Childhood Education; Educational Background; Employment Practices; Foreign Countries; Job Satisfaction; National Surveys; Occupational Mobility; Preschool Children; Questionnaires; Student Characteristics; Tables (Data); Teacher Characteristics; *Wages; *Work Environment
IDENTIFIERS- *Canada

Between November 1990 and August 1992, a study examined wages and working conditions of child care staff in both licensed group centers and family day care homes in Canada. Three instruments were developed for the study, a short telephone interview for center directors, a follow-up director's questionnaire, and a staff questionnaire. The study gathered data on staff demographic characteristics, wages, educational background, child care experience, benefits and working conditions, occupational mobility, professional orientation, recommendations for the child care field, job satisfaction, turnover rates, and reasons for leaving the field; and data on staff replacement, center demographics, and issues of hourly wages. Simple random sampling was used to select most provincial samples, and responses were received from 52% of the 969 centers sampled. Study findings included the following: (1) child care staff entered the field because of their care and concern for children; (2) child care is a predominantly female occupation, and the wages paid average $9.60 per hour; (3) almost 70% of staff working in early childhood education have a postsecondary certificate, diploma, or degree; and (4) governance of the center, whether municipal, non-profit, or commercial, influences wages, working conditions, and satisfaction. A summary of responses by province is included. (AC)

ED 369 475 PS 021 441

Ensuring Income Security. Next Steps for Children and Families. Implementation Guide Series.
SPONS. AGENCY- Annie E. Casey Foundation, Greenwich, CT.; Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; Foundation for Child Development, New York, N.Y.; Grant (W.T.) Foundation, New York, N.Y.; Kellogg Foundation, Battle Creek, Mich.; Pew Charitable Trusts, Philadelphia, PA.; Robert Wood Johnson Foundation, New Brunswick, N.J.
PUB DATE- 93
NOTE- 63p.; For a related guide, see PS 021 442.
LANGUAGE- English

program of family day care centers for toddlers and preschool children. Chapter 4 describes the work involved in building the project's infrastructure. In chapter 5, basic project approaches, principles, and objectives are described, while in chapter 6, the work involved in translating these theories into community work is detailed. Chapters 7 and 8 focus on the project's professional staff, paraprofessional counselors, and paraprofessional caregivers. In chapter 9, efforts to disseminate the project to additional communities in the region are related. Chapter 10 describes the project's structural and organizational characteristics and relationships with other agencies. Chapter 11 explains the project's evaluation component, and chapter 12 provides a summary of the project as a personal and collective journey. Additional information about the project is appended. (AC)

ED 369 493 PS 021 964

Allen, Michael G.; Sheppard, Ronnie
Profile of Georgia Schools in the Middle: A Research Report.
PUB DATE- 91
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrative Problems; Curriculum Design; Educational Assessment; Educational Counseling; Educational Objectives; Independent Study; *Institutional Characteristics; Instruction; Instructional Improvement; Intermediate Grades; Junior High Schools; *Middle Schools; Report Cards; School Administration; Staff Development; State Surveys
IDENTIFIERS- *Georgia

A study was conducted to provide a current data profile on Georgia's middle grade schools that could serve as a baseline for periodic reassessments of the state's middle grade schools. A 19-item questionnaire was mailed to Georgia's 284 public middle grade schools in October 1990, requesting information on administration organization; grade configuration; housing arrangements; articulation; the establishment of the middle-level school; decision-making; staff development; core and elective curricula; instructional organization, groupings, and schedules; independent study; pupil progress reports; student counseling; school evaluation; faculty preparation; plans for evaluation; and major problems. Study findings, based on responses from 129 (45%) of the schools included the following: (1) 88 of the responding schools offered grades 6 through 8, and 19 offer grades 7 and 8; (2) the most prominent housing arrangement is the single physical plant that contains a combination of grades 5 or 6 through 8 or 9; (3) with approximately 1,414 public school buildings housing middle graders, most of Georgia's early adolescents are housed in either K-6, K-8, or 7-12 schools; and (4) the principal reason for establishing middle schools was to better bridge the elementary and high school educational experience. Based on study findings, 10 recommendations were put forth for improving middle school education in Georgia. A 14-item bibliography and a list of 10 essential elements of a "true" middle school are provided. (AC)

ED 369 494 PS 021 978

Atmore, Eric; And Others
Costings of Different Programme Options for Junior Primary Upgrading and Community-Based Educare Provision.

variety of services. The evaluation procedure used parent and student interviews, questionnaires, and various objective measures of program outcomes. The basic characteristics of the population served are examined, and the effects of the ESFLP on parents' views of themselves as learners and parents are discussed. The report also explains how the early childhood education component affected the children in the program. The report notes that, overall, the ESFLP had a very positive effect on the parents and children who participated in it. (MDM)

ED 369 513 PS 022 227

Wong, Eliza; And Others
Quality Child Care for Hispanic Families: Support and Training for Spanish-Speaking Family Day Care Providers. A Survey of Community-Based Organizations.
PUB DATE- Aug 93
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Bilingual Instructional Materials; Bilingual Teachers; *Community Organizations; Early Childhood Education; *Family Day Care; National Surveys; Questionnaires; *Spanish; *Teacher Education

A survey was conducted of 167 community-based organizations in 40 states that support family child-care providers. Conducted by the Children's Foundation, the survey sought to examine the need for Spanish-language training and instructional materials by family child-care organizations. Responses indicated that over 80 percent of the responding organizations offered training as well as referral services, and 38 percent sponsored family day-care networks. The vast majority of respondents reported Spanish-speaking people in their service areas; the respondents were providing, or planned to provide, assistance to this population. Major obstacles to such assistance were a lack of bilingual counselors and a lack of Spanish-language training and instructional materials. Many centers reported having to translate or adapt their own materials to Spanish-speaking audiences. Nearly 9 percent of the organizations did not have any materials translated into Spanish. The survey clearly identified the need for providing services to the growing Spanish-speaking community. (A copy of the survey form is appended.) (MDM)

ED 369 514 PS 022 234

Seligson, Michelle; Allenson, Michael
School-Age Child Care: An Action Manual for the 90s and Beyond. Second Edition.
PUB DATE- 93
NOTE- 314p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Business Administration; Curriculum Development; Elementary Education; Financial Support; Latchkey Children; Legal Responsibility; Personnel Management; *Program Development; Program Evaluation; Scheduling; *School Age Day Care; Student Transportation

Services. Testimony before the Subcommittee on Regulation, Business Opportunities, and Technology, Committee on Small Business, House of Representatives.
PUB DATE- Feb 94
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Compliance (Legal); *Day Care; Early Childhood Education; *Educational Quality; Family Day Care; Federal State Relationship; *Government Role; Hearings; Low Income Groups; Social Action; *State Standards; *Welfare Services
IDENTIFIERS- Day Care Regulations; General Accounting Office; *Welfare Reform

This statement: (1) discusses the growth in demand and supply of child care in the United States during the last 20 years; (2) defines quality child care and its importance; (3) examines what states do to protect children in care and why this has become increasingly difficult; and (4) notes further complications for states under proposed reforms in the welfare system. States attempt to protect children in day care by setting child care standards, screening providers, conducting on-site monitoring, and imposing sanctions for non-compliance. Fiscal restraints and the increasing number of care providers have forced many states to cut back on on-site monitoring, and many other states do not impose any regulations on family day care providers. The impact of these issues on proposed welfare reforms are discussed. (MDM)

ED 369 535 PS 022 286

Guttman, Cynthia
All Children Can Learn: Chile's 900 Schools Programme for the Underprivileged. Education for All: Making It Work.
PUB DATE- 93
NOTE- 34p.; Photographs may not copy well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; Disadvantaged; *Educational Change; Educational Environment; *Elementary Education; *Financial Support; Foreign Countries; High Risk Students; Learning Disabilities; *Poverty Programs; Program Descriptions; Program Evaluation; Teacher Workshops; Textbooks
IDENTIFIERS- *Chile

The 900 Schools Programme, adopted in March 1990, was designed to improve the quality of education in Chile's most impoverished public primary schools through "positive discrimination," the channeling of additional resources to the 969 schools that initially took part in the project. The 900 Schools Programme has sought to: (1) improve the infrastructure of schools; (2) conduct weekly in-service workshops for teachers; (3) provide specially-designed didactic materials for mathematics, reading, and writing instruction, along with technological improvements in the classroom; (4) make sure that all primary students have their own language, mathematics, and science textbooks; and (5) hold learning workshops after school for children with learning disabilities. Both the design and implementation of the 900 Schools Programme are discussed, as well as evaluations of the strengths and weaknesses of the project. (MDM)

ED 369 536 PS 022 288

California, Illinois, and Massachusetts to require the states to follow FSA mandates on child care provision. The second conference addressed state efforts to improve the Transitional Child Care (TCC) component of the FSA, while the third focused on current federal welfare reform initiatives under consideration by the Clinton Administration. The fourth conference looked at two state models using FSA funding in programs that provide comprehensive services to families in job programs. The names, addresses, affiliations, and telephone numbers of the audioconference speakers and participants are included. (MDM)

ED 369 555 PS 022 323

Walsh, Julia A.
Moral Development: Making the Connection between Choices, Responsibility and Self-Esteem.
PUB DATE- Feb 94
NOTE- 14p.; Paper presented at the Chicago Metro Association for the Education of Young Children Conference (Chicago, IL, February 3-5, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; Early Childhood Education; *Moral Development; *Self Concept; *Self Esteem; Student Behavior; Teacher Attitudes; *Teacher Role; Teacher Student Relationship; *Young Children
IDENTIFIERS- Kholberg Moral Dilemmas

This paper discusses strategies and techniques that early childhood educators can use to encourage self-esteem and responsibility in young children. It examines Kohlberg's theory of moral values, which states that children progress through three stages of moral development: (1) the pre-moral stage, based on rewards and punishments; (2) the moral stage, which involves the approval of others; and (3) the informed conscience stage, in which moral principles are internalized. Self-esteem is closely related to moral development, in that the choices children make influence their feelings of self-concept and self-worth. It suggests that teachers can build healthy self-esteem in young children by setting realistic expectations for students, accepting students unconditionally, providing emotional support to students, and maintaining their own self-esteem through recreation and reflection. (MDM)

ED 369 556 PS 022 324

Jacobson, Arminta L.
Parent Involvement: A Survey of Proficiencies of Principals and Teachers.
SPONS. AGENCY- Meadows Foundation, Dallas, Tex.
PUB DATE- 91
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Evaluation; *Administrator Role; *Educational Attitudes; Elementary Education; *Parent Participation; Parent School Relationship; *Principals; *School Surveys; Teacher Behavior; Teacher Evaluation; *Teacher Role

This study identified the knowledge, skills, and attitudes needed

Harmful to the Gifted?" (R. Slavin); (10) ""What To Say to People Concerned with the Education of High Ability and Gifted Students" (D. Johnson and R. Johnson); (11) "After Tracking--What?: Middle Schools Find New Answers" (A. Steinberg and A. Wheelock); (12) "Detracking Schools: Early Lessons from the Field" (J. Oakes and M. Lipton); (13) "Research Identifies Effective Programs for Students at Risk of School Failure" (Center for Research on Elementary and Middle Schools); and (14) "What's the Truth about Tracking and Ability Grouping Really?: An Explanation for Teachers and Parents" (P. George). (HTH)

ED 369 574   PS 022 401

Fogarty, Robin, Ed.
The Multiage Classroom: A Collection.
PUB DATE- 93
NOTE- 227p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Ability Grouping; Academic Achievement; *Age Grade Placement; Classroom Environment; *Continuous Progress Plan; Educational Change; Elementary Education; Holistic Approach; *Mixed Age Grouping; *Multigraded Classes; *Nongraded Instructional Grouping; Outcomes of Education; Peer Relationship; Teaching Methods

Noting that the recent call for holistic models of schooling dictates a thorough investigation of more natural groupings of students, this collection of articles reviews available literature on multiage, nongraded, continuous progress classrooms. Divided into six sections, the chapters explore the overriding concerns and the pros and cons of such instruction, delineate the procedures and practices associated with multiage instruction, illustrate actual classroom practice, and examine issues of evaluation and accountability in such classrooms. The chapters are: (1) "The First 30 Years Were the Fairest" (Connell), tracing the history of schooling from Sputnik to the late 1980s; (2) "The Dual-Age Classroom: Questions and Answers" (Woelfel); (3) "The Return of the Nongraded Classroom" (Anderson); (4) "The Pros and Cons of Mixed-Age Grouping (Lodish); (5) "On the Merits of Multiage Classrooms" (Pratt); (6) "A Study of Multi-Age or Family-Grouped Classrooms" (Milburn); (7) "The Benefits of Nongraded Schools" (Pavan); (8) "The Nongraded Elementary School: Great Potential, but Keep It Simple" (Slavin); (9) "Nongradedness: Not Simply a Grouping Scheme" (Pavan); (10) "A Look at Multi-Age Classrooms" (Cohen); (11) "Grouping Students and Helpful Suggestions for Combination Classrooms" (DelForge and others); (12) "The Nongraded Classroom in Practice" (Gaustad); (13) "Teaching and Learning in the Multigrade Classroom: Student Performance and Instructional Routines" (Miller); (14) "High Expectations for Multi-Age Classrooms," a reprint of five papers by Anderson, Fogarty, Rae, Chapman and Schrenko, and Schrenko; (15) "A K/1 Class Can Work--Wonderfully!" (Nachbar); (16) "A Nongraded, Multi-Aged Program That Works" (Oberlander); (17) "How I Learned to Stop Worrying and Love My Combination Class" (Freeman); (18) "The Integrated Technology Classroom: An Experiment in Restructuring Elementary School Instruction" (Held and others); (19) "Student Achievement in Multigrade and strategies for retaining qualified rural teachers are listed. (Contains 13 references.) (SV)

ED 369 590 RC 019 560

Knapczyk, Dennis; And Others
A Partnership in Training: A Distance Learning Approach to In-Service Training in Rural Communities.
PUB DATE- Mar 94
NOTE- 9p.; In: Montgomery, Diane, Ed. Rural Partnerships: Working Together. Proceedings of the Annual National Conference of the American Council on Rural Special Education (ACRES) (14th, Austin, Texas, March 23-26, 1994); see RC 019 557.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; *Distance Education; Educational Strategies; *Educational Technology; Elementary Secondary Education; Higher Education; *Inservice Teacher Education; *Program Development; Rural Education
IDENTIFIERS- *Indiana University; Teacher Collaboration

The key to preparing today's teachers to carry out their professional responsibilities is not necessarily found in high-priced technologies, but rather in a new level of cooperation between universities and public schools and in new ways to deliver coursework. Indiana University offers inservice teacher education coursework through interactive communications technology at an expense comparable to that of traditional, campus-based instruction. Teacher participants are members of school-based collaborative groups and implement the concepts and practices presented in the courses in practica in their own classrooms. The program continues for an entire school year, and teachers have ongoing access to their instructors through interactive communications technology. The technologies used are basic, low-cost, and reliable, and include speaker phones, facsimile machines, audiographics, Macintosh computers, modems, overhead projectors, and several software packages. The choice of technologies to deliver teacher training through distance education should take into account the following principles: (1) use what is available; (2) choose reliability over sophistication; and (3) let program goals drive technology decisions. Among the general principles for structuring coursework in distance education, three areas are addressed particularly well by this program. These areas are promoting ownership through on-site coordination, promoting application of instruction to on-the-job situations, and encouraging collaboration among teachers. (SV)

ED 369 591 RC 019 561

Vassiliou, Demetrios; Johnson, Dave
Career Ladder Approach to Training for Community Facilities Personnel and Paraeducators in the State of North Dakota.
PUB DATE- Mar 94
NOTE- 11p.; In: Montgomery, Diane, Ed. Rural Partnerships: Working Together. Proceedings of the Annual National Conference of the American Council on Rural Special Education (ACRES) (14th, Austin, TX, March 23-26, 1994); see RC 019 557.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Ladders; Certification; Community Services;

completed by 251 parents of learning disabled students in grades K-12 in 3 North Dakota regional consortia for special education services. About half reported that their child had experienced retention between kindergarten and eighth grade. Of those retained, 76 percent were retained prior to placement in special education. Parents of students who were retained were less likely to expect their child to attend a 4-year postsecondary institution than were parents of nonretained students with learning disabilities. Of parents aspiring to a 4-year postsecondary institution, 60.8 percent were parents of nonretained learning disabled students. However, 57 percent of parents of retained learning disabled students expected their child to attend a vocational/technical program or junior college. Only 4 percent of parents expected their child to go straight from high school to a job. Results suggest the probability that retention is being used as a prereferral strategy for students prior to identification of learning disabilities.

ED 369 608 RC 019 578

Cates, Dennis L.; Yell, Mitchell L.
Service Delivery Models and Students with Emotional Disabilities and Behavior Disorders: A Rural Perspective.
PUB DATE- Mar 94
NOTE- 14p.; In: Montgomery, Diane, Ed. Rural Partnerships: Working Together. Proceedings of the Annual National Conference of the American Council on Rural Special Education (ACRES) (14th, Austin, Texas, March 23-26, 1994); see RC 019 557.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Behavior Disorders; Elementary Secondary Education; Emotional Disturbances; *Mainstreaming; Rural Education; Special Education; *Special Education Teachers; *Student Placement; *Teacher Attitudes; Teacher Certification
IDENTIFIERS- *South Carolina

This paper addresses issues related to placement of students with emotional disabilities or behavior disorders and training of teachers who provide special education services for these students, particularly in rural areas. A survey of 68 special education directors and 43 teachers of students with emotional disabilities or behavior disorders in rural South Carolina examined attitudes about placement options, training requirements, need for collaboration among school districts, and regular classroom adjustments. For the most part, directors of special education favored placement in a resource room for students with emotional disabilities, while teachers tended to favor the self-contained model. Administrators were somewhat more favorable toward a modicum of integration for students with emotional disabilities than were teachers. Teachers and directors were very much opposed to full inclusion for these students. Directors and teachers agreed that more training is needed for those who serve students with emotional disabilities, and that special education cooperatives may be a way to provide services for students with emotional disabilities in those districts with few students. (KS)

ED 369 609 RC 019 579

McQuivey, Camille; Thorson, Nadine
Variables Affecting Itinerant Model Service Delivery in Rural

IDENTIFIERS- College Assistance Migrant Program; *University of Tennessee

This paper describes the University of Tennessee's High School Equivalency Program (HEP), one of 21 programs throughout the United States aimed at assisting seasonal and migrant farm workers in improving their level of employment and education. For the first 4 years, the University of Tennessee's HEP was a campus-based residency program, but in 1986 it was changed to a work-site-based operation to better meet the needs of students and their families. The Office of Migrant Education also developed a sister program, the College Assistance Migrant Program (CAMP) to support HEP graduates in continuing their education. Each participant in HEP is provided with a minimum of 30 hours per week of instruction in mathematics, science, social studies, writing, and reading with the goal of attaining a GED certificate. A behavioral component of the program focuses on stress management, career selection, money management, avocational interests, and time management. Throughout its existence, the University of Tennessee's HEP has established strong linkages with local programs and agencies in accessing services for migrant and seasonal farm workers. The program has presently served 90 percent of its 167-student goal. Students enrolled in the program are passing the GED test at a 73 percent rate. Sixty-six percent of students who have completed the program have been placed in competitive nonfarm employment and 16 percent have entered postsecondary education. The site-based program has encouraged older members of the extended family to take advantage of HEP. Appendices include maps of HEP and CAMP sites. (LP)

ED 369 626 RC 019 596

Kaufman, Roberta; And Others
An Exit Interview: The Culminating Reflective Experience.
PUB DATE- Mar 94
NOTE- 8p.; In: Montgomery, Diane, Ed. Rural Partnerships: Working Together. Proceedings of the Annual National Conference of the American Council on Rural Special Education (ACRES) (14th, Austin, Texas, March 23-26, 1994); see RC 019 557.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Degree Requirements; Elementary Secondary Education; Higher Education; *Inservice Teacher Education; Internship Programs; *Mainstreaming; *Masters Programs; Regular and Special Education Relationship; Rural Education; *Special Education
IDENTIFIERS- Collaborative Teaching; *Exit Interviews; Reflective Teaching; University of South Dakota

A master's level program was developed by the University of South Dakota to train teachers to serve children with disabilities within the general school environment. Twenty-six leaders in special education and regular education, all practicing teachers, were selected to participate in the project and to serve as a core group in the statewide transition to a collaborative/consultative model of service delivery for children with severe disabilities. Coursework was delivered over a 3-year period with the third year focusing on an internship experience. Program delivery included on-campus classes during summer sessions, off-campus classes at three sites, one telecourse, and use of the new South Dakota Rural Development Telecommunications Network at eight sites. Following their coursework, students completed a self-education teachers. Coaching and yearbook advising were the most difficult extracurricular jobs to fill. Since elementary education, history, English, and physical education teachers are the largest teacher populations, there is apparently no teacher shortage overall. Extensive appendices include the survey questionnaires used, summaries of respondent characteristics and results, maps indicating applicant hometowns and colleges attended, applicant comments about job hunting, applicant ratings of their teacher preparation programs, summaries of teacher shortage areas, results from applicants who attended Plattsburgh State University (New York), teacher resume tips, and resources for teacher recruiting information. (SV)

ED 369 644 RC 019 631

Connors, William R.
Linking Foreign Language to Occupational Education in a Rural High School: Foreign Language with Criminal Justice and Travel & Tourism.
PUB DATE- Apr 94
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Education Work Relationship; *Employment Opportunities; High Schools; High School Students; Hospitality Occupations; *Language Enrollment; *Noncollege Bound Students; Rural Schools; *Second Languages; Tourism; *Vocational Education
IDENTIFIERS- *Ticonderoga Central School District NY

Ticonderoga High School (New York) has succeeded in increasing enrollments in foreign language courses beyond the college bound, Regents-level students who usually choose such courses. The school is located in the Adirondack Mountains, a region that, in the past decade, has seen increases both in prison construction and in tourism by French-Canadians from Quebec. As a result of these local phenomena, employment opportunities in tourism and corrections have been rapidly increasing. Employers in corrections indicate that Spanish is required for many entry-level jobs and for promotions. Similarly, tourist industry contacts suggest a need for more French-speaking bilingual employees. The high school responded by offering a new five-course sequence in criminal justice, of which two courses must be in Spanish, and is currently developing a five-course sequence in travel and tourism, including two courses in French. Although this experiment is only 1 year old, the percentage of the freshman class enrolled in a foreign language course has increased from 68 percent to 90 percent. Educational benefits are listed to justify the costs incurred by the new program. (SV)

ED 369 645 SE 054 343

Waldrip, Bruce G.; Taylor, Peter C. S.
Permeability of Students' World Views to Their School Views.
PUB DATE- Mar 94
NOTE- 18p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Anaheim, CA, March 26-29, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

pictures presented few challenges to dominate discourse and underrepresented women musicians and conductors. (CK)

ED 369 665 SO 022 931

Van Galen, Jane, Ed.; And Others
Sociopolitical Analyses.
SPONS. AGENCY- Pittsburgh Univ., Pa. Dept. of Philosophy.
PUB DATE- 92
NOTE- 108p.; For related items, see SO 022 927-930.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bilingual Education; Culture; Elementary Secondary Education; Federal Government; Financial Support; *Foundations of Education; Gifted; Higher Education; *Liberal Arts; Peace; *Policy Analysis; *Political Influences; *Socioeconomic Influences; Talent
IDENTIFIERS- McLaren (Peter)

This theme issue of the serial "Educational Foundations" contains four articles devoted to the topic of "Sociopolitical Analyses." In "An Interview with Peter L. McLaren," Mary Leach presented the views of Peter L. McLaren on topics of local and national discourses, values, and the politics of difference. Landon E. Beyer's "Educational Studies and the Liberal Arts: Cultural Politics and Institutional Change" outlined the conceptual orientation to educational studies that formed the basis for efforts at institutional change and explored the nature of the institutional, bureaucratic, and cultural constraints to proposals. In "Sociopolitical Influences on Federal Government Funding of Gifted and Talented and Bilingual Education Programs," Ursula Casanova and Sheila Chavez examined the influence of various socio-political factors on government policies in federal programs for the gifted and talented and those for bilingual education and suggested that sociopolitical pressures, rather than pedagogical interests, have shaped the evolution of the two programs. In "The Challenge of Peace Education: Do Our Efforts Make a Difference?," Ian M. Harris looked at the impact of peace studies courses upon 108 students at the college and university level. Results on attitudes and beliefs were inconclusive, interest in peace studies were wide ranging in variety, and behavior changed in peaceful directions after taking a peace studies course. Appendix A includes the instrument used in the study. (CK)

ED 369 666 SO 022 990

National Report on Schooling in Australia, 1991.
PUB DATE- 92
NOTE- 185p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Annual Reports; *Educational Assessment; Educational Objectives; *Educational Quality; Elementary Secondary Education; Foreign Countries; *Government School Relationship; *Institutional Characteristics; Outcomes of Education; School Funds; School Responsibility; School Role; Vocational Education
IDENTIFIERS- *Australia

This report provides information about the schooling of over three million students in approximately 10,000 schools in Australia's eight states and territories during 1991. Chapter 1 describes the Australian Education Council and offers a more programs in cooperation with other institutions. (SG)

ED 369 686 SO 023 778

McWhinnie, Harold J.
Sir Herbert Read and Art Education History.
PUB DATE- 89
NOTE- 14p.; Paper presented at the Annual Conference of History of Art Education (University Park, PA, October 1989).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Historical Materials (060)
DESCRIPTORS- *Aesthetic Values; *Art Criticism; *Art Education; *Art History; *Educational History; Foreign Countries; Higher Education
IDENTIFIERS- Bell (Clive); *England; Fry (Roger); *Read (Herbert)

In order to understand the place of Herbert Read both in 20th century aesthetics and art education, one needs to carefully consider the entire field of English art and aesthetics from 1900 to the beginning of the Second World War. This time frame was dominated by the thoughts of Roger Fry and Clive Bell, and works both literary and visual, of the Bloomsbury Group. This period in English art and design was characterized by the response of Roger Fry to cubism and the work of the avant garde in Europe. By 1912 Fry had his post-impressionist show at the Crofton Galleries. English art at the time either reflected the romanticism of the Royal Academy, mysticism, or the crafts traditions of William Morris. It was a time of not only artistic ferment, but an aesthetic revolution. The modern movement entered into England and was interpreted through the eyes of Fry and Bell. They gave it a peculiar English quality. Sir Herbert Read reflected much of the Fry and Bell points of view as he developed his artistic philosophy in the 1930s. Read's basic philosophy can by found in his now classic work, "Education Through Art." Read assumes that beauty is the essence of art, and his account of beauty brings together but fails to unite various strands. On the one hand, he is a Platonist claiming that beauty consists in the conformity of forms to mathematical norms which also underlie the appearances of the natural world; but, on the other hand, he insists that pleasure is the essence of beauty, reducing judgments about beauty to mere expressions of personal likes or dislikes. (Author)

ED 369 687 SO 023 779

McWhinnie, Harold J.
The Use of Video Disks: Computer Based Analysis of Works of Art.
PUB DATE- 90
NOTE- 14p.; Paper presented at the National Computers Educational Conference (Boston, MA, June 1989).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Art Appreciation; *Art Education; Courseware; Curriculum Development; Educational Research; Higher Education; *Interactive Video; Student Attitudes; *Student Evaluation; Teacher Education; Teaching Methods; *Videodisks
IDENTIFIERS- Van Gogh (Vincent)

This paper presents research using a computer with a video disk player to do aesthetic analysis of the work of Vincent Van Gogh. A discussion of the video disk system, and of several

Foreign Countries; Higher Education; *International Education; Modernization; Religion; *Role of Education
IDENTIFIERS- *Asia Pacific Region

This document defines education as the process of the integrated development of an individual that takes place throughout life, and aims at one's complete fulfillment in the intellectual, spiritual, moral, emotional, physical, and other domains. Culture is defined as the complex of distinctive spiritual, material, intellectual, and emotional features that characterize a society or social group. Because of the convergence in the two definitions, one can understand how education can contribute to cultural development, enriching culture, and making it available to everyone. Culture is conditioned by man's national and social environment, and therefore one finds a great diversity of culture in the region of Asia and the Pacific. Many countries in the region have a rich cultural heritage having been the seat of once great kingdoms and empires that left impressive cultural monuments. The Asia Pacific region includes the great religions of the world such as Christianity, Islam, Buddhism, Hinduism, Confucianism, and Shintoism. People's ethical, moral, and cultural values are anchored on these religions. Through education, religion based values have developed to suit the changing demands of different societies arising from modernization. Education has played both a moderating and awakening role in the face of the unprecedented development of science and technology leading to industrialization and modernization. Because industrialization was imported, it carries with it the cultural baggage of the countries of origin, which are often not in harmony with local sociocultural values. Tensions arise in such relationships as: (1) man, nature; (2) man, fellow man; (3) man, self; and (4) man, God. Each of these relationships is discussed. (DK)

ED 369 706 SO 023 901

Perspectives on Interdisciplinary Education. A Focus Group Study Conducted at the Minnesota Center for Arts Education.
PUB DATE- Apr 92
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Art Education; Arts Centers; Curriculum Design; Curriculum Development; *Curriculum Evaluation; Educational Environment; Evaluation; Fine Arts; *Group Discussion; *Interdisciplinary Approach; Secondary Education; Secondary School Curriculum; *Student Attitudes; *Teacher Attitudes
IDENTIFIERS- *Focus Group Assessment; Focus Groups; Minnesota; Minnesota Center for Arts Education

Four student and two faculty focus groups met to discuss interdisciplinary education at the Minnesota Center for Arts Education. The focus groups perceptions about interdisciplinary education resulted in several primary conclusions: (1) interdisciplinary education is not extensive in public education systems; (2) most students feel a primary attraction to the Arts High School because of the arts emphasis but feel interdisciplinary study is essential; (3) most students like the delivery of interdisciplinary education through a separate course; (4) faculty see the need for a separate course for interdisciplinary education and for opportunities for integrating interdisciplinary learning in other settings; (5) for some students, integrating more interdisciplinary education into general studies and the arts is problematical; (6)

activity oriented. Unit 3 concerns the use of computers and new technology as a link to an ancient means of communication. Unit 4 offers 10 options to study and steps to complete the chosen option. Partial reference and contact lists provide further information and conclude the document. (CK)

ED 369 726   SO 023 984

"The State of 'Education and Development': New Directions." International Conference (Cairo, Egypt, November 22-25, 1993). Book of Abstracts.
PUB DATE- 93
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Cross Cultural Studies; Cultural Education; *Developed Nations; *Developing Nations; *Educational Development; Educational Needs; Educational Opportunities; International Education; *International Relations

Fifty abstracts provide information and a variety of perspectives on education and development throughout the world. A description of the Association for the Advancement of Policy, Research, and Development in the Third World and a list of committee and advisory members precedes the abstracts. The abstracts include: (1) "Aging and Health in Developing Nations: What the Industrialized Countries Can Learn" (Douglas McConatha); (2) "A Transcultural Framework for Teaching, Reading, Learning, and Thinking in the Arab World" (Judith M. Findlay; Joseph T. Kovack); (3) "Cultural Adaptation: Developing a Model for Living in a Global Community" (Martha T. John); (4) "Education for Women in Development" (Judith M. Scanlan); (5) "Educational Policy and the Third World: Recognizing the Rights of the Child" (Jonathan L. Black-Branch); (6) "Impact of School Construction and Technical Assistance on the Effectiveness of the Learning Experiences" (Moshira Abdel-Razek El-Rafey); (7) "Public Relations & International Affairs; Effects, Ethics, & Responsibility" (James E. Grunig); (8) "The Promotion of Science and Technology for Development" (John Lit); (9) "Third World Countries and the Use of International Public Relations: Articulating Effective Channels of Access" (Timothy Coombs); and (10) "Voices for African Education in Ghana Between the Wars: Ideas, Policies and Implementation" (Raymond E. Dumett). (CK)

ED 369 727   SO 023 990

Hall, Kermit L.
The Power of Comparison in Teaching about Constitutionalism, Law, and Democracy.
PUB DATE- 93
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Citizenship; *Citizenship Education; Civics; *Comparative Analysis; Constitutional Law; *Cross Cultural Studies; Democracy; Federal Legislation; Global Approach; *Government Role; *International Studies; *Law Related Education; Public Affairs Education; Secondary Education; Social Studies
IDENTIFIERS- United States Constitution

Promoting change in civic education means rethinking what are the subjects. (Contains 35 references.) (JDD)

ED 369 746   SP 035 187

Bettenhausen, Sherrie; Rogers, Elisabeth Lodge
Self-Efficacy and Performance Ratings of Preservice Teachers in the Area of Emotional and Behavioral Disorders.
PUB DATE- 92
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Disorders; Elementary Secondary Education; *Emotional Disturbances; Higher Education; Practicums; Preservice Teacher Education; *Self Efficacy; Sex; *Student Teachers; Student Teacher Supervisors; Student Teaching; *Teacher Effectiveness; *Teacher Evaluation
IDENTIFIERS- Preservice Teachers; Teacher Efficacy Scale; University of Minnesota

This investigation examined the relationship between personal efficacy ratings of preservice teachers seeking licensure in the area of emotional and behavioral disorders (EBD) and performance ratings by their practicum supervisors. Forty-five teachers completing the Emotional Behavioral Disorders practicum at the University of Minnesota were asked to complete the Teacher Efficacy Scale, which measures personal efficacy and the teacher's sense of teaching efficacy. No significant differences were found between personal efficacy and teacher ratings. No differences were found between male and female teachers, elementary and secondary teachers, or type of practicum placement. The findings of this study yielded contrary results to prior research in teacher efficacy. Given the unique challenges faced by EBD teachers, studies examining the differences between these teachers and regular education teacher ratings of personal efficacy are suggested. (Contains 12 references.) (JDD)

ED 369 747   SP 035 188

Beiro, Judith
A Study of Teacher and Student Bonding.
PUB DATE- Apr 94
NOTE- 62p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Attachment Behavior; *Emotional Development; High Risk Students; Interviews; Observation; Secondary Education; Secondary School Teachers; *Social Development; *Teacher Characteristics; *Teacher Student Relationship; *Teaching Skills; Theories

This study explored how secondary teachers develop healthy, caring bonds with their students and thus nurture healthy emotional and social development in young people. Two teachers were interviewed and observed in the classroom, and four students exhibiting high-risk behavior and four parents were also interviewed. The teachers were a 39-year-old female junior high school social studies teacher in her first year of teaching and a 38-year-old male high school biology teacher with 6 years of experience. Findings revealed that both teachers showed commitment to fostering students' social and

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Role; *Change Strategies; Elementary Secondary Education; Feedback; Graduate Students; Opinions; Psychoeducational Methods; Rewards; Self Concept; *Self Esteem; *Student Development; Success; *Teacher Role

This study attempted to identify workable strategies for use in helping students develop greater confidence in their ability to learn and achieve in school. A sample of 82 graduate school students (primarily school teachers and administrators) studying school leadership completed an opinionnaire. The opinionnaire was designed to measure the frequency of agreement and disagreement with statements in the areas of success, teaching, reward, and feedback/follow-up. Statements related to each of these areas confirmed the value of confidence-building strategies. Teachers and principals were encouraged to: maintain high expectations for all students; help students to develop an "I can do it" attitude by breaking learning down to the level where success can be achieved; recognize learners for their successes; use a variety of techniques to explain a lesson; show enthusiasm in teaching and love for the subject area; show compassion in daily interactions with students; help students visualize rewards to be received by setting and achieving long-range goals; individualize awards to students for worthy achievements; use extrinsic rewards to get the immediate interest of students and gradually remove to allow intrinsic rewards to motivate the learner; set performance contracts with students; have conferences with students periodically; and demand that students do homework, grade it, and assign a value to it. (JDD)

ED 369 766   SP 035 211

Zelazek, John R.; And Others
Teacher Education Follow-up Study, 1994.
PUB DATE- May 94
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Graduates; *Educational Assessment; Education Majors; Elementary Secondary Education; Employers; *Employment; Followup Studies; Graduate Surveys; Higher Education; Job Satisfaction; Preservice Teacher Education; Principals; State Universities; *Student Characteristics; Student Teachers; *Teacher Education Programs; Teacher Educators
IDENTIFIERS- *Central Missouri State University

This sixth follow-up study assesses Central Missouri State University's (CMSU) teacher education programs, involving input from professional education faculty, preservice teacher education candidates, teacher education graduates, and employers. The 1994 data revealed that 33 percent of the students in the 1993-94 Foundations of Education courses were male and 11 percent were nonwhite. Students rated their weakest academic areas as non-western philosophies and cultures, followed by legal and ethical responsibilities and mathematics. Data relating to student teachers indicated that 78 percent were females, 92 percent were white, and 45 percent were placed in elementary classrooms. A survey of graduates found that 82 percent were full-time classroom teachers, 43 percent within Missouri, with average salaries of $18,849. Seventy-nine percent of graduate respondents plan to work on graduate degrees in education, and 84 percent planned to be teaching 5

The 12 chapters in this book interpret teacher development in relation to self-development, teacher reflection, teacher biographies, cultures of teaching, teacher careers, teachers' work, gender identity, and classroom practice. The collection begins with an introductory chapter (Andy Hargreaves and Michael G. Fullan) and continues with 11 additional chapters as follows: (2) "You Don't Have To Be a Teacher to Teach This Unit: Teaching, Technology and Control in the Classroom" (Michael W. Apple and Susan Jungck); (3) "Teacher Development and Gender Equity" (Heather-jane Robertson); (4) "Helping Teachers Develop" (Philip W. Jackson); (5) "Teachers as Designers in Self-directed Professional Development" (Christopher M. Clark); (6) "Classroom-based Teacher Development" (Dennis Thiessen); (7) "Sponsoring the Teacher's Voice: Teachers' Lives and Teacher Development (Ivor F. Goodson); (8) "Teacher Development and Instructional Mastery" (Michael Huberman); (9) "Contexts for Teacher Development: Insights from Teachers' Stories" (Danielle Raymond, Richard Butt, and David Townsend); (10) "Facilitating Teacher Self-development: Reflections on Experience" (Antoinette Obert and Susan Underwood); (11) "Understanding Reflection through Collaborative Research" (William Louden); and (12) "Cultures of Teaching: A Focus for Change." (Andy Hargreaves). (LL)

ED 369 785   TM 020 738

Geometry. Annotated Bibliography of Tests.
PUB DATE- Jul 89
NOTE- 38p.; Supersedes April, 1988 edition.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Achievement Tests; Annotated Bibliographies; Cognitive Tests; *Diagnostic Tests; Elementary Secondary Education; *Geometry; Higher Education; *Mathematics Tests; Student Evaluation
IDENTIFIERS- Test Bibliographies; Test Collection (Educational Testing Service)

The 70 tests cited in this bibliography are used to assess students' knowledge of various mathematical skills and operations in geometry. Many of the tests described are included because one or more of their subtests measure some aspect of geometry or have a number of questions with that content. The testing levels range from grades kindergarten through 12, with some for higher education. This document is one in a series of topical bibliographies from the Test Collection (TC) at Educational Testing Service (ETS) containing descriptions of more than 18,000 tests and other measurement devices prepared by commercial publishers, teachers, educational institutions, professional associations, departments of education, counselors, etc. Each description contains the following basic information: TC Accession Number (a six-digit identification number assigned by the Test Collection); the title of the instrument; personal or institutional author; year of publication or copyright; availability source; grade level for which test is suitable; age level for which test is suitable; and abstract. Other information, which is provided when known, includes subtests, number of test items, and time required to complete the test. Information on accessing the Test Collection via Internet concludes the document. (RMB)

ED 369 786   TM 020 739

"Quality by Design: Toward a Framework for Academic Quality Management" (David D. Dill); "Beyond 'the State': Interorganizational Relations and State Apparatuses in Post-Secondary Education" (Gary Rhoades); "Students' Evaluations of University Teaching: A Multidimensional Perspective" (Herbert W. Marsh and Michael J. Dunkin); "Reputational Rankings of Colleges, Universities, and Individual Disciplines and Fields of Study, from Their Beginnings to the Present" (David S. Webster); "Using Alternative Paradigms: Four Case Studies" (John H. Milam); "Bibliometrics: A Method for the Study of the Literature of Higher Education" (John M. Budd); "Logistic Regression for Research in Higher Education" (James T. Austin and others); "A Critique of Intensive Courses and an Agenda for Research" (Patricia A. Scott and Clifton F. Conrad); "Remediation in American Higher Education" (Darrel A. Clowes). Individual papers include references. Includes author and subject indexes and list of previous volumes contents. (JB)

ED 369 342   HE 027 381

Smart, John C., Ed.
Higher Education: Handbook of Theory and Research. Volume IX.
PUB DATE- 93
NOTE- 498p.; For volumes I-V, see ED 263 852, ED 274 248, ED 308 758, ED 313 996. For volumes VI-VIII, see HE 027 378-380.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgeting; College Instruction; College Students; Critical Theory; Culture; Dormitories; Educational History; *Educational Planning; *Educational Research; *Educational Theories; Educational Trends; Engineers; Federal Aid; Financial Support; *Higher Education; Labor Force; Minority Groups; Models; Motivation; Residential Colleges; Scientists; Supply and Demand; Two Year Colleges
IDENTIFIERS- Academic Community; China; Paradigm Shifts; Postmodernism

Ten papers on theory and research in higher education have the following titles and authors: "An Analysis of the Paradigmatic Evolution of U.S. Higher Education and Implications for the Year 2000" (Hasan Simsek and Richard B. Heydinger); "A Motivational Analysis of Academic Life in College" (Martin V. Covington); "The Paradox of Growth in Federal Aid for College Students, 1965-1990" (James C. Hearn); "Scientist and Engineer Supply and Demand" (Larry R. Leslie and Ronald L. Oaxaca); "Two-Year Colleges and Minority Students' Aspirations: Help or Hindrance?" (Amaury Nora); "The Influence of College Residence Halls on Students" (Gregory S. Blimling); "Postmodernism and Critical Theory in Higher Education: Implications for Research and Practice" (William G. Tierney and Robert A. Rhoads); "Qualitative and Quantitative Approaches to Academic Culture: Do They Tell Us the Same Thing?" (Marvin W. Peterson and Melinda G. Spencer); "Higher Education in China: Challenges of Making Foreign Knowledge Serve China" (Wenhui Zhong and Ruth Hayhoe); "College and University Budgeting: What Do We Know? What Do We Need to Know?" (William F. Lasher and Deborah L. Green). Individual papers include references. Includes author and subject indexes and list of previous volumes contents. (JB)

ED 369 343   HE 027 382

Brennan, John; van Vught, Frans
Questions of Quality: in Europe and Beyond. Higher Education

PUB DATE- 8 Apr 94
NOTE- 30p.; For related documents, see HE 027 397-399.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accounting; Bids; *Contracts; Costs; *Expenditures; Facility Inventory; *Financial Audits; Food Service; Higher Education; *Hospital Personnel; Medical Schools; Nursing; Payroll Records; Purchasing; *Teaching Hospitals

This audit examined State University of New York (SUNY) at Brooklyn's University Hospital's controls over contracting for food and nursing services, sole source contracts, accounts payable controls, supplies inventories, and equipment inventories. It examined selected practices from April 1, 1990, through March 31, 1993, through staff interviews, review of records, and comparison with comparable costs at similar facilities. The audit found that the Hospital had not made enough effort to attract qualified bidders before it awarded contracts. At the time of the food service contract renewal the Hospital received only two bids. The audit also found that the Hospital did not award per-diem nursing contracts to the lowest bidder and could not explain why certain bidders were disqualified. In addition, nursing staff were permitted to work for contractors outside their regular hours resulting in the Hospital paying nursing contractors for services not provided making a total overpayment of about $35,000 during the audit period. The audit also found that the Sterile Supply Unit was significantly overstated in value. Regarding equipment, some improvements were needed to ensure that new items were recorded on control records and that items removed were eventually returned. SUNY officials agreed with the report and their comments are included. (JB)

ED 369 362 HE 027 401

Hoff, Michael P.; And Others
Five Years of DCS 101: An Empirical Analysis.
PUB DATE- 22 Feb 94
NOTE- 15p.; Paper presented at the Annual Freshman Year Experience Conference (13th, Columbia, SC, February 18-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; *College Freshmen; Community Colleges; Credits; Elective Courses; Grade Point Average; *Program Effectiveness; School Holding Power; School Orientation; Student Characteristics; Student Development; Two Year Colleges
IDENTIFIERS- *Dalton Junior College GA

This study examined effects of a Dalton Junior College (Georgia) student success course, Dalton College Studies 101 (DCS 101) since it was first offered in 1987. The course meets twice a week, is strictly elective, and carries institutional credit. All students were first-time students and since most students enroll during the Fall quarter, only these students were studied. The study used student evaluations of the course, analysis of success indicators of retention, average hours attempted, grade point average, hours per quarter taken, and graduation rates as well as variables of verbal and math test scores, sex, and age. Data were gathered from printouts of on-line transcripts analyzed with t-tests and chi-square tests and

Progress Real or Imagined?" (Felicity Allen); "Botswana Women in Higher Education: From Systematic Exclusion to Selective Engagement" (P.T.M. Marope); "The Nation's Showcase: Bulgarian Academic Women, Between the Scylla of Totalitarianism and the Charybois of Change" (Nicolina Sretenova); "Higher Education in the People's Republic of China" (Grace C. L. Mak); "'Les Femmes Savantes' in France: Under the Glass Ceiling" (Jacqueline Feldman and Annie Morelle); "On the Disparity of the Sexes in German Universities" (Susanne Grimm and Uta Meier); "2,500 Years After Plato: Greek Women in Higher Education" (Julia Balaska); "Women in Higher Education in Iran: Tradition Versus Modernization" (Tahereh Alavi Hojjat); "Women Academics in The Netherlands: Between Exclusion and Positive Action" (Greta Noordenbos); "Higher Education in Norway: A Nirvana of Equality for Women? (Suzanne Stiver Lie and Mari Teigen); "Women in Higher Education in Pakistan: Separate But Equal?" (Lynda Malik and Neelam Hussain); "Women in Polish Academe" (Malgorzata Fuszara and Beata Grudzinska); "Gender Stratification in Russian Higher Education: The 'Matrioshka' Image" (Marina Yu Morozova); "Higher Education in Turkey: A Gold Bracelet for Women" (Feride Acar); "Two Steps Forward and One Step Back: Women in Higher Education in the United Kingdom" (Margaret B. Sutherland); "Academic Women in the United States: Problems and Prospects" (Helen S. Astin and Lynda Malik); "Gender Stratification in Uzbek Higher Education: Old Traditions and New Reality" (Railiya Mukhsinovna Muqeemjanova and Gulnara Tukhilibaerna (Quzibaeva); and "Trends in the Gender Gap in Higher Education" (Suzanne Stiver Lie and Lynda Malik). An index is included. Contains over 359 references. (GLR)

ED 369 381 HE 027 422

Abuses in Federal Student Grant Programs. Hearings before the Permanent Subcommittee on Investigations of the Committee on Governmental Affairs, United States Senate, One Hundred Third Congress, First Session (October 27-28, 1993).
PUB DATE- 94
NOTE- 561p.; Contains some pages of small and blurred print.
LANGUAGE- English
EDRS Price- MF02/PC23 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Colleges; *Federal Aid; Federal Programs; *Finance Reform; Grants; Hearings; Higher Education; *Money Management; Paying for College; *Student Financial Aid; Student Loan Programs; Universities
IDENTIFIERS- Congress 103rd; Department of Education; *Fraud; *Pell Grant Program

It appears that many of the problems plaguing the Federal Student Aid Programs are also undermining the Pell Grant program, not so much from dishonesty on the part of students, but by dishonesty on the part of schools. This document presents testimony and prepared statements concerning the allegations of fraud, abuse, and mismanagement in the Federal Pell Grant program and the effectiveness of the Department of Education in detecting and responding to these problems. Two-thirds of the document is an appendix of 96 exhibits of selected documents, letters, affidavits, and reports from witnesses in order of their appearance before the committee. Among the witnesses testifying before the committee were the following individuals: Senator Claiborne Pell of Rhode Island; Richard C. Stiener, Director of the Office of Special Investigations, U.S. General Accounting office; James B. Thomas, Jr., Inspector General, U.S. Department of Education; David A. Longanecker, Assistant Secretary, Office of Postsecondary Education, U.S. Department

Selection; Workshops
IDENTIFIERS- Library Funding; *Library Materials Conservation; *Paper Deacidification; Paper Deterioration

In September 1991 an invitational roundtable met to discuss issues in mass deacidification of books. The meeting was prompted by the significant increase in mass deacidification activities in recent years and libraries' interest in applying these processes. Contributions included: (1) "Opening Statement" (Duane Webster); (2) "The Institutional Context for Mass Deacidification" (Richard De Gennaro); (3) "Management Issues: The Director's Perspective" (Scott Bennett); (4) "Recent Developments at the Library of Congress" (Gerald Garvey); (5) "Institutional and Management Issues" (a panel session); (6) "Selection for Mass Deacidification: The Collection Development View" (Eugene L. Wiemers, Jr.); (7) "Institutional Selection Strategies: Case Studies" (Ed Rosenfeld, Jan Merrill-Oldham, and Carolyn Clark Morrow); (8) "Funding Strategies and Public Relations" (William J. Studer); (9) "Funding Strategies" (panel session); (10) "Cooperative Approaches to Mass Deacidification": (Carole Moore, Scott Bennett, and Richard Frieder); (11) "Special Collections, Special Challenges" (James Stroud); (12) "Toxicological Issues Related to Treatment Processes" (Michael Placke); (13) "Toxicological Issues and the Institution's Responsibility" (James Bukowski); (14) "Results of Independent Laboratory Testing of Deacidified Books" (Donald K. Sebera); (15) "Evaluation of Mass Deacidification Processes" (Helen D. Burgess); (16) "Experiences with Trial Treatments" (Carolyn Clark Morrow, Sue Himelick Nutty, Robert Milevski, Ed Rosenfeld, Jan Merrill-Oldham, and James Stroud); and (17) "Conclusion" (Jutta Reed-Scott). (SLD)

ED 369 402   IR 054 971

Kopec, Danny; Wood, Carol
Introduction to SmartBooks. Report 23-93.
PUB DATE- 13 Jan 94
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Books; *Computer Assisted Instruction; Computer Software; Databases; *Educational Media; Higher Education; *Hypermedia; Instructional Materials; Learning; *Nonprint Media; Programming; Word Processing
IDENTIFIERS- *Concept Mapping; HyperCard; *SmartBooks

Humankind has become accustomed to reading and learning from printed books. The computer offers us the possibility to exploit another medium whose key advantage is flexibility through extensive memory, computational speed, and versatile representational means. Specifically, we have the hypercard application, an integrated piece of software, with features of databases, word processors, graphical programs, and programming languages, employed as a vehicle for implementation of the educational paradigm known as "concept mapping." This report describes what the authors have developed and defined as standard SmartBook features utilizing hypercard to promote learning though concept mapping. SmartBooks is illustrated through the directions and text of the "AIDS Smartbook," prepared to present information on AIDS (Acquired Immune Deficiency Syndrome) in the most useful form possible. (Contains 26 references.) (Author/SLD) productivity movement at the college, and in ensuring that the program is properly funded and running smoothly. The design and implementation of the staff education is discussed in chapter 3 as a crucial element in the quality process. Chapter 4 covers the formation of work unit teams, including the overall college team for global goals and strategic directions, institution-wide committees, and departmental teams, which taken together allow all FVTC personnel an opportunity to participate in the quality processes. Methods of maximizing customer satisfaction and measuring and improving educational quality are highlighted in chapter 5. Chapter 6 discusses quality-based school management, highlighting the change processes involved in transforming typical ways of organizing and managing schools into leadership and administrative styles based on quality principles. Chapter 7 focuses on changes needed in instruction, including the ways teachers are hired, trained, certified, and rewarded, as well as the need for management and unions to work together. FVTC's efforts to incorporate problem solving and statistical thinking approaches into the quality improvement process is the subject of chapter 8. Chapter 9 describes how the quality processes can be used in institutional evaluation. The final chapter provides insight into the future of FVTC's program. Detailed charts and data tables are appended. (MAB)

ED 369 422   JC 930 531

Klein, Charles
The Bachelor's for Tenure: Analysis and Options. Fourth Draft.
PUB DATE- Oct 93
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Faculty; *Community Colleges; Educational Legislation; Faculty Promotion; Policy Formation; State Legislation; Teacher Attitudes; *Teacher Qualifications; *Tenured Faculty; Two Year Colleges; *Vocational Education Teachers
IDENTIFIERS- *California

"Bachelor's-for-tenure" is a requirement in the California Education Code specifying that community college vocational faculty hired on or after January 1, 1995 must have a bachelor's degree to receive tenure. The requirement is unusual among community colleges nationwide; of 10 states surveyed, none required a bachelor's for initial hire or tenure of vocational faculty. From 1986-87 through 1991-92, California community colleges hired 166 tenure-track faculty with less than a bachelor's. In this group, there were slightly higher proportions of Hispanics, African Americans, and American Indians than among other hires. Male hires were concentrated in trade and industrial fields, while female hires were mainly in cosmetology, child care, health fields, and business. The percentage of all present non-bachelor's faculty is less than 5% or 6% and declining. Non-bachelor's faculty hires are unlikely to pursue a degree, despite programs such as the California State University's bachelor's of vocational education degree. A number of organizations, including two major faculty unions, have urged the repeal of the bachelor's-for-tenure provision; though the statewide Academic Senate unanimously favors its preservation. The Chancellor's Office of the California Community Colleges has identified seven options regarding this provision: (1) continue the requirement with legal clarifications; (2) repeal the requirement; (3) modify special support, and the practical impact of the definitions of these terms. Next, the philosophical contexts of developmental education are considered. The influence of meritocratic and egalitarian positions on access to higher education is discussed in terms of admissions policies and the structural role of developmental programs. In addition, institutional philosophy related to remedial curricula and grading practices are discussed. The political contexts of developmental education are addressed next, focusing on the impact of societal values and external and internal politics. After discussing financial considerations related to developmental education, including operational college income formulas, federal student financial aid, and special grants, the paper gives concluding comments and offers suggestions for future research. Contains 80 references. (KP)

ED 369 439   JC 940 266

McNutt, Anne S.
Moving Teaching and Learning into the Twenty-first Century through Community-Based Programming.
PUB DATE- Apr 94
NOTE- 18p.; Paper presented at the Annual Convention of the American Association of Community Colleges (74th, Washington, DC, April 6-9, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Role; Community Colleges; *Community Coordination; *Community Planning; Community Role; Environmental Scanning; Faculty Development; *Leadership Training; Professional Development; *Program Implementation; *School Community Relationship; Two Year Colleges
IDENTIFIERS- Academy Comm Coll Leadership Adv Innov Modeling; *Community Based Programing

The Technical College of the Lowcountry (TCL), in South Carolina, is one of eight pilot community colleges involved in the Academy for Community College Leadership Advancement, Innovation, and Modeling (ACCLAIM). ACCLAIM is a demonstration project involving colleges in Maryland, Virginia, North Carolina, and South Carolina concerned with expanding the colleges' role in community-based programming (CBP), and includes such components as a continuing education program for college staff, an interdisciplinary doctoral degree program in community college leadership, the development of program materials, and a faculty renewal program. At TCL, implementation of CBP relied heavily on the continuing education program, with 18 faculty, staff, and administrators participating in five 3-day retreats in 1992-93 to develop the skills needed to implement CBP. Another crucial element was the formation of an Environmental Scanning Committee (ESC), a diverse, 17-member body providing data on current and emerging issues affecting the quality of life in the college's service area. To date, the ESC has identified the role of intergovernmental affairs, the economy, education, the environment, health, quality of life, and the infrastructure as important regional issues. For each issue, a target public will be identified and coalitions will be formed to develop consensus on plans of action and implementation, with the college providing leadership. CBP has helped TCL be both a leader and partner in addressing key community issues and enabled it to serve the community more effectively. (KP)

Deason, Marvellene; Gelsomini, Barbara
Improving the Success of Ethnically Diverse Education Majors in Preparation for Transfer and a Career in Teaching.
SPONS. AGENCY- California Community Colleges, Sacramento. Div. of Transfer and General Education.
PUB DATE- 10 Dec 93
NOTE- 54p.; Project Report to the Chancellor's Office of the California Community Colleges.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Articulation (Education); *College Transfer Students; Community Colleges; Curriculum Design; *Education Majors; Institutional Cooperation; *Minority Groups; Needs Assessment; School Holding Power; *Student Needs; *Student Personnel Services; Teacher Education Programs; Transfer Policy; Two Year Colleges
IDENTIFIERS- Southwestern College CA

In an effort to improve the long-term transfer and retention of ethnically diverse students in education, Southwestern College (SWC) embarked on a cooperative project with San Diego State University (SDSU) and the University of California, San Diego UCSD), to address the needs of ethnically diverse students who express the goal of becoming teachers. The first workshop of the project sought to ascertain the academic and support needs of these students and discussed responses to questionnaires sent to six former SWC students who had successfully transferred to SDSU or UCSD, addressing the level of preparation at area high schools, support services at SWC, and the effects of racism on student achievement. This workshop and a second also focused on course sequencing and basic content standards for education majors, highlighting the importance of adequate mathematics and linguistics sequences at SWC and more rigor in critical thinking, writing, and library research skills for future success at the four-year institution. A third session focused on improving support services at the three institutions. Recommendations included further research on the adequacy of placement tests for low-scoring students and that the writing component of placement and entry exams be reintroduced. The questionnaire for former students and information on the UCSD education program, SWC support services, the SWC/UCSD transfer guarantee, and a suggested academic preparation program are appended. (KP)

ED 369 458 JC 940 285

Doty, Ralph; And Others
Back from the Future: Community Demands Reshape a College.
PUB DATE- 9 Apr 94
NOTE- 18p.; Paper presented at the Annual Convention of the American Association of Community Colleges (74th, Washington, DC, April 6-9, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Educational Assessment; Educational Demand; Educational Equipment; Educational Facilities Improvement; *Educational Facilities Planning; Educational Innovation; Educational Objectives; Institutional Advancement; *School Business Relationship; *School Community

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Childhood Needs; *Child Support; *Child Welfare; Community Services; *Employment Programs; *Family Income; Government Role; Low Income Groups; Public Support; Tax Credits; Welfare Recipients; *Welfare Services
IDENTIFIERS- *Income Security; *National Commission on Children

Based on the assumption that economic security is fundamental to children's well-being, this guide outlines the National Commission on Children's recommendations for making income security of families a national priority for the 1990s and indicates how the recommendations can be implemented. The Commission's income security package comprises six elements: (1) creation of a $1,000 refundable tax credit for all children through age 18 and elimination of the personal exemption for children to partially offset the costs; (2) provision of the Earned Income Tax Credit as an incentive for low-income parents to enter the paid work force; (3) establishment of a national demonstration project to design and test a plan that will enhance child support enforcement and create a government-insured minimum benefit when absent parents do not meet their support obligations; (4) provision of essential transitional supports and services to aid families moving from welfare to work; (5) provision of community employment opportunities to poor parents who are willing and able to work but unable to find a job; and (6) reorientation of the Aid to Families with Dependent Children (AFDC) as short-term income support for families experiencing unemployment, disability, or other economic hardship. This guide discusses ways to implement the first five elements of the package, assuming that the last goal will result from effective implementation of these elements. (AC)

ED 369 476 PS 021 442

Improving Health (Majority Recommendations.) Next Steps for Children and Families. Implementation Guide Series.
SPONS. AGENCY- Annie E. Casey Foundation, Greenwich, CT.; Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; Foundation for Child Development, New York, N.Y.; Grant (W.T.) Foundation, New York, N.Y.; Kellogg Foundation, Battle Creek, Mich.; Pew Charitable Trusts, Philadelphia, PA.; Robert Wood Johnson Foundation, New Brunswick, N.J.
PUB DATE- 93
NOTE- 85p.; For a related guide, see PS 021 441.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Health; Community Involvement; *Family Involvement; Federal Programs; *Government Role; Health Education; *Health Insurance; *Health Services; Medical Services; Parent Responsibility; *Prenatal Care; State Programs
IDENTIFIERS- Health Delivery Systems; *National Commission on Children

Based on the assumption that all American children deserve an opportunity to be born healthy and to grow up healthy, this guide presents the recommendations approved by the majority of the National Commission on Children for improving the health of

PUB DATE- Aug 92
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Comparative Analysis; *Cost Estimates; *Day Care; *Early Childhood Education; *Early Intervention; Educational Improvement; Educational Policy; Foreign Countries; Prediction; *Preschool Education; Program Costs
IDENTIFIERS- *Educare; *South Africa

This combined report provides cost analyses of four strategies for improving child success and retention in South African junior primary schools, and for eight community-based preschool day care (educare) options. The junior primary school cost analyses utilize the Assessing Policies for Educational Excellence (APEX) computer model to make projections for the year 2000 based on 1990 costs, while the educare analysis uses a Lotus spreadsheet. First, a basic cost projection is presented based on the assumptions that compulsory schooling for all African children will be introduced and some progress will be made toward equalizing resource allocation between schools. The four educational strategies assessed are: (1) the Bridging Period Programme, a school readiness program within the first year of school; (2) the Junior Primary Upgrading Programme option, a coordinated program to upgrade junior primary schools beginning with the most deprived; (3) the Preprimary Class Option, which opens early learning opportunities to African and coloured children; and (4) the Integrated Junior Primary Option, which follows the British Infant School model. The four strategies are assessed in terms of enrollment patterns; recurrent costs; classroom facilities; and materials expenses. The educare report includes cost data for full-day educare centers; home-based educare; part-day preprimary classes, preschool centers, and outdoor playgroups; and family education programs, including educational home visiting, parent-and-child groups, and parent training programs. (AC)

ED 369 495   PS 021 979

For Our Children: Parents & Families in Education. Results of the National Parent Involvement Summit (April 1992).
PUB DATE- Apr 92
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Agency Cooperation; Educational Objectives; *Parent Associations; *Parent Participation; *Parents as Teachers; *Parent School Relationship
IDENTIFIERS- *National Parent Involvement Summit 1992

The National Parent Involvement Summit brought together representatives from 28 organizations, associations and businesses, including educators, advocates, policymakers, and business leaders. The mission of the Summit was to obtain or renew a strong commitment to family involvement; generate visibility for its mission; strengthen efforts to meet the needs of families of diverse backgrounds; support legislation and policies that include parent and family involvement; and continue communication and collaboration among participants. Small and large group consensus-building activities sought to identify how parents and families should be involved in the educational process as children's first and ongoing teachers, IDENTIFIERS- *Center Based Programs; Child Care Needs

Evidence suggests that self-care among school-age children has significant costs to the children, in the form of increased fearfulness and loneliness, heightened vulnerability to peer pressure, and greater likelihood of substance abuse. In response to the need for quality school-age care, this book serves as a guide for anyone wanting to implement a school-age child care (SACC) program in their community. The book offers planning and implementation advice in the following 13 chapters: (1) "A Statement of Mission"; (2) "Choosing Partners"; (3) "Administration"; (4) "Curriculum"; (5) "Financial Management (and Mismanagement)"; (6) "The Budget"; (7) "The Money-Go-Round"; (8) "SACC People"; (9) "Internal Policies and Procedures"; (10) "Scheduling"; (11) "Transportation"; (12) "Legal Affairs"; and (13) "Assessments." Each chapter includes references and suggested additional sources of information. Three appendixes contain lists of state child care licensing agencies, regional and state coalitions, and school-age care resources. A bibliography of 47 items is included. (TJQ)

ED 369 515 PS 022 235

Roberson, Glenda F.
Safe Environments for Our Children: The Home, the School, and the Community.
PUB DATE- 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Caregiver Role; *Child Health; *Children; Child Welfare; Early Childhood Education; Early Intervention; *Environment; Lead Poisoning; *Parent Role; *Safety; Safety Education; *Social Responsibility; Violence
IDENTIFIERS- *Child Safety

This paper discusses eight precepts that parents, educators, and society as a whole should follow to ensure that children in the United States enjoy a safe and secure environment. These proactive principles declare that: (1) every baby born in our country has the right to adequate health care; (2) guns, knives, and other potential weapons must not be available to children; (3) we must protect all children from injury or death by fire; (4) all children should live in a world free of unsafe levels of lead toxins; (5) caregivers need training in basic child growth and development and child rearing practices; (6) we must monitor television programming for children; (7) children need supervision by responsible caregivers overseeing their needs at all times; and (8) we must stop dangerous aggressive acts now through early identification and remedial programs. Includes 31 references. (MDM)

ED 369 516 PS 022 236

Kendall, Earline D.
Reform and Early Childhood Education: Making Teacher Preparation Professional and Relevant.
PUB DATE- 93
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Johnston, Janet R., Ed.
Violence and Hate in the Family and Neighborhood: New Perspectives, Policy and Programs.
SPONS. AGENCY- Zellerbach Family Fund, San Francisco, Calif.
PUB DATE- 92
NOTE- 422p.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Battered Women; Child Abuse; Cohabitation; *Family (Sociological Unit); *Family Violence; Marital Instability; *Neighborhoods; Rape; Sexual Abuse; Victims of Crime; *Violence
IDENTIFIERS- Date Rape; Dating Violence; Gangs; Hate Crime; Intergenerational Transmission; Marital Rape

There is accumulating research in diverse areas about the social conditions that are likely to promote violent environments, and the effects of these environments upon the development of children and youth. This series of papers on violence and hate traces abusive relationships through childhood and into adulthood, suggesting how these relationships might be linked and highlighting the intergenerational legacy of violence. Each paper deals with definitional issues, incidence rates and the problems of collecting valid estimates, research findings about associated factors and effects on victims, and current theories that explain each type of violence. Also discussed are overall approaches to intervention and specific programs that can be implemented. The seven papers are: (1) "Violence and Hate in the Family and Neighborhood: An Overview" (Kristan Glasgow and others); (2) "The Physical and Sexual Abuse of Children" (Jeanne Barr and others); (3) "Gangs and Their Violence" (Diana Chuang and others); (4) "Toward an Understanding of Hate Crimes" (Cory Booker and others); (5) "Intimacy and Sexual Violence: Date Rape and Marital Rape" (Howard Chow); (6) "Intimacy and Violence: Abuse in Marriage, Dating, and Cohabitation" (Linh Cao); and (7) "The Intergenerational Legacy of Family Violence: A Critical Review and Reformulation." References are included with chapters 2-7. (TJQ)

ED 369 537 PS 022 293

A Study of Attitudes & Behavior Regarding Children's Education. The Third PTA National Education Survey.
PUB DATE- 93
NOTE- 185p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Blacks; Demography; *Educational Attitudes; *Educational Quality; Educational Responsibility; Elementary School Students; Elementary Secondary Education; Hispanic Americans; National Surveys; *Parent Attitudes; *Parent Participation; Parent Responsibility; Parents; Public Schools; School Safety; Secondary School Students; Tables (Data); Telephone Surveys; Whites
IDENTIFIERS- Parent Surveys

A national study assessed attitudes of minority and nonminority parents and nonparent adults on parent involvement and other educational issues. Telephone interviews with 1,148 adults, including 806 parents with at least one child in kindergarten through grade 12 and 342 adults (called "nonparents") who did not have children in those grades, were conducted in February, by teachers and other school staff to encourage high levels of parental involvement. It also developed an evaluation instrument of these factors for future use. The first phase of the project encompassed a review of the literature on teachers' roles in encouraging parental involvement. The second phase consisted of interviews with 12 principals whose schools possessed high levels of parental involvement to identify relevant knowledge, skills, and attitudes. The third phase consisted of the creation of a rating scale based upon principal input that identified the relevant factors. The resulting survey instrument includes 155 dimensions of knowledge, skills, and attitudes of principals for successful parent involvement and 122 dimensions for teachers. The scale itself is appended to the text. Contains 52 references. (MDM)

ED 369 557 PS 022 338

Swick, Kevin J.
Strengthening Parents and Families during the Early Childhood Years.
PUB DATE- 93
NOTE- 489p.
LANGUAGE- English
EDRS Price- MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- At Risk Persons; Child Development; *Children; Community Programs; Early Childhood Education; Family Environment; *Family Involvement; Family Problems; *Family Programs; Parent Child Relationship; Parent Education; Parenting Skills; Parents as Teachers; *Parent Teacher Cooperation; Social Support Groups
IDENTIFIERS- Dysfunctional Family; Family Communication; *Family Needs; *Family Support

This book provides early childhood educators with perspectives and tools that will enable them to strengthen parents and families during the child's earliest year of development. The 25 chapters are divided into 6 parts or themes. Part one focuses on understanding families as learners from an ecological and empathetic perspective, with the premise that families can be sources of strength for adults and children when they are supported and nurtured. Part two examines the process of relating to the special needs of families from a supportive, yet realistic, framework. This section describes a proactive approach to developing positive and equitable relations with families experiencing special needs. Part three, on parenting and the family learning process, emphasizes the critical role that parents play in the development of healthy families. Focusing on parent education and family support, part four examines ways that early childhood professionals can provide educational and related support resources for parents and families. Part five addresses the important topic of communicating with parents and families, discussing the attributes of effective communication and the processes involved in using these attributes. Finally, part six pulls together the various aspects of supporting parents and families into a workable plan of action. The theme of involving parents and families is used to articulate the essential concepts and practices for achieving success in the development of family involvement programs. Contains 450 references. (HTH)

ED 369 558 PS 022 339

Single Grade Classes" (Brown and Martin); (20) "The Consensus Classroom" (Sartor), on student decision making in the classroom; (21) "Kidwatching: Observing Children in the Classroom" (Goodman); (22) "What Is a Portfolio?" (Burke); and (27) "How Do We Know We're Getting Better?" (Jeroski and Brownlie). (HTH)

ED 369 575 PS 022 420

School-Linked Services.
PUB DATE- 93
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; *Ancillary School Services; Community Programs; Elementary Secondary Education; *Family Programs; Parent Education; Parent Participation; Program Descriptions; *School Community Relationship; *Social Services; Social Support Groups
IDENTIFIERS- Family Support; *Integrated Services; Program Characteristics; *School Based Services

Noting that educating children requires commitment and resources from the whole community as well as the schools, this document explores school-based collaborations with social services and family programs to improve students' performance. The document first provides a rationale for school-linked programs, then describes the School-Linked Services division of the National Resource Center for Family Support Programs, which collects and disseminates information and provides technical support to help establish projects to improve school outcomes for children through strong partnerships with parents, social service agencies, and other community resources. Next, it describes the Family Resource Coalition, a national membership organization dedicated to communicating the premise, promise, and practice of family support, and of which the School-Linked Services division is a part. The paper then describes five school-based efforts: (1) Family Resource and Youth Service Centers Program, Kentucky, which empowers communities to coordinate social and health services for youth and families through school-based centers; (2) the Beacons Initiative, New York, which offers basic services necessary to keep youth successful in school and safe in the neighborhoods, as well as innovative programs that stretch kids' potential even further; (3) the San Jose, California's Franklin-McKinley School District's practice of housing, in its administration building, service providers in areas including health and dental care, marriage and family counseling, truancy court, legal aid, and child care; (4) Family Resource Schools, Denver (Colorado), offering more than 30 services and programs intended to prevent school failure and enhance school readiness, increase parent involvement, and relieve the stress of families; and (5) Vaughn Next Century Learning Center, in San Fernando, California, which combines school-based health and social services and quality child care. The paper also lists characteristics common to family support programs. (HTH)

ED 369 576 PS 022 461

Kim, Sonja de Groot
Resource Rooms for Children: An Innovative Curricular Tool. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement

Developmental Disabilities; Higher Education; *Paraprofessional School Personnel; *Professional Education; *Rural Education; Special Education; *Staff Development
IDENTIFIERS- *North Dakota

Since 1983, the North Dakota Statewide Mentally Retarded/Developmentally Disabled Faculty Staff Training Program has used a career ladder approach to provide training to over 10,000 staff, primarily in scattered rural developmental-disability facilities. Cooperative relationships among the Department of Human Services, Minot State University, and community providers have been critical to the program's success. The training program uniquely meets the needs of rural states. A "circuit rider" provides technical assistance to developmental-disability regional trainers working with facility staff. Full-time direct-service staff are required to demonstrate knowledge and skills in topic areas addressed in 13 training modules, and have the option of studying 20 additional modules. The program offers a seven-step professional development sequence for career advancement, ranging from entry-level orientation to a Master's degree in special education. Learning options include formal instruction, on-site demonstration, mentoring, and self-study. Staff may "test out" of individual modules. Key program elements include comprehensive but flexible training materials, a state system of training records, state standards and certification for training, and a career training sequence leading to academic degrees. In 1992, the program was expanded to provide field-based training to special-education paraeducators. Training consists of four mandatory modules for basic certification and four or five of nine optional modules for advanced certification. Trainees may receive college credit. (SV)

ED 369 592 RC 019 562

Gerke, Robert E.
The Dream Team! A Multi-Level Curriculum for Developing a Rural Transdisciplinary Team Training Model.
PUB DATE- Mar 94
NOTE- 12p.; In: Montgomery, Diane, Ed. Rural Partnerships: Working Together. Proceedings of the Annual National Conference of the American Council on Rural Special Education (ACRES) (14th, Austin, Texas, March 23-26, 1994); see RC 019 557.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Course Content; Higher Education; *Interdisciplinary Approach; Interprofessional Relationship; Models; Rural Education; *Special Education; Special Education Teachers; *Teacher Education Curriculum; *Team Training; *Teamwork
IDENTIFIERS- Teacher Collaboration

Teacher education faculty have recently recognized the need for interdisciplinary preservice training that incorporates collaborative approaches, but such training is usually unworkable within the traditional university department structure. Research supports the contention that a team makes more accurate decisions than do individuals acting alone. In addition, federal regulations require that educational evaluation and placement decisions for persons with disabilities be made by an interprofessional team. The lack of team-training curricular models raises questions about the credibility and practicality of university training programs, which, by omission, may be perpetuating chronic problems in the

Settings.
PUB DATE- Mar 94
NOTE- 39p.; In: Montgomery, Diane, Ed. Rural Partnerships: Working Together. Proceedings of the Annual National Conference of the American Council on Rural Special Education (ACRES) (14th, Austin, Texas, March 23-26, 1994); see RC 019 557. Paper includes references and checklist which are not available in RC 019 557.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Delivery Systems; Elementary Education; Individualized Education Programs; Information Dissemination; *Itinerant Teachers; *Mainstreaming; *Outcomes of Education; Rural Areas; *Rural Schools; School Districts; *Severe Disabilities; Special Education; Student Placement
IDENTIFIERS- *Inclusive Educational Programs; *Utah

The Utah Elementary Integration Dissemination (UEID) Project of the University of Utah disseminates proven instructional planning and delivery practices used in the education of young children with severe disabilities and provides technical support for inclusive programs and pratices for these students. Many rural school districts are forced to find alternative service patterns for students with low incidence disabilities. School districts participating in UEID project use various service delivery models, including the itinerant service delivery model. An example of one itinerant teacher serving four different schools shows the varied responsibilities required of these teachers. An Implementation Review Checklist was administered three times per year to each participating UEID school. The checklist covers information on education outcomes such as percent of time in inclusive settings, quality of individualized education programs (IEPs), progress on IEPs, quality of instructional programs, and progress on instructional programs. It also includes management outcomes such as teaming with classroom teachers and teacher contacts, schedules that document instruction across natural settings, and evidence of data collection and summaries for individual student programs. Tables show improvements from baseline to final assessment in all areas. The data indicate that service delivery patterns and differential job duties of rural educational personnel did not negatively impact the educational outcomes of students with severe disabilities in participating sites. Contains 21 references and the UEID Implementation Checklist. (KS)

ED 369 610 RC 019 580

Goertz, Mary Jean; Phemister, Linda
The New Challenge: A Relevant Program for the Disadvantaged Gifted.
PUB DATE- Mar 94
NOTE- 6p.; In: Montgomery, Diane, Ed. Rural Partnerships: Working Together. Proceedings of the Annual National Conference of the American Council on Rural Special Education (ACRES) (14th, Austin, Texas, March 23-26, 1994); see RC 019 557.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Education; Curriculum; Educational Innovation; *Enrichment Activities; Experiential Learning;

evaluation of 15 competencies identified as preparing teachers to work with disabled children and to use collaboration skills to facilitate inclusion of disabled students into the regular environment. An exit interview provided a culminating reflective activity for the internship and covered knowledge of special education and interventions; collaboration/consultation skills; the impact of the practicum on regular education; awareness of complexity of the team approach; evidence of professionalism in organizing and planning activities for students, parents, teachers, and paraprofessionals; and evidence of leadership and teamwork capabilities and communication skills. Exit interviews incorporated a presentation by the student, a formal question and answer session, a closed session for evaluators to discuss their observations, followed by an open feedback session with the student. Includes lists of required competencies and internship requirements. (LP)

ED 369 627   RC 019 597

Cooper, Kelt L.; Rascon, Leticia
Building Positive Relationships on the Border with Parents of Special Students: Effective Practices for the I.E.P.
PUB DATE- Mar 94
NOTE- 6p.; In: Montgomery, Diane, Ed. Rural Partnerships: Working Together. Proceedings of the Annual National Conference of the American Council on Rural Special Education (ACRES) (14th, Austin, Texas, March 23-26, 1994); see RC 019 557.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cultural Differences; *Educational Practices; Elementary Secondary Education; *Immigrants; *Individualized Education Programs; Limited English Speaking; Mexican American Education; *Mexican Americans; Non English Speaking; Parent Participation; *Parent School Relationship; Rural Schools; *Special Education
IDENTIFIERS- Language Barriers; *Mexico United States Border

This paper describes effective practices for developing Individual Education Plans in small rural schools along the U.S.-Mexican border. Since immigration levels in this area are high and many immigrants are limited-speakers or nonspeakers of English, border school districts are concerned about issues involving communication with parents and students. The basis of the IEP is obtaining the informed consent of parents; informed consent means reaching understanding despite differing education levels, cultures, and languages. Principals and administrators working in border school districts have identified the following as effective practices for IEP meetings: (1) obtain background information on the student as soon as possible; (2) establish a positive environment with parents during the meeting; (3) determine the language of comprehension and use this language; (4) preface the meeting with a brief summary of the student's background and define the purpose of the meeting; (5) keep the level of communication simple and understandable; (6) serve as an advocate of the student; (7) include pauses during the meeting to monitor parental comprehension; (8) summarize the points agreed upon in the IEP; (9) allow parents to sign the IEP documents first to reflect the significance of parent participation in the

DESCRIPTORS- Case Studies; Cross Cultural Studies; *Culture Conflict; Educational Research; Foreign Countries; High Schools; Science Education; *Student Attitudes
IDENTIFIERS- Pacific Islands; *World Views

The purpose of this study was to examine in a developing country context the extent to which students and parents perceive the school view as being relevant to their traditional lifestyle or world view. The study builds on past cross-cultural research by examining the permeability of non-Western students' world view to the official Western school view. This ethnographic study involved interview and case study techniques with six village elders and 15 high school siblings in a South Pacific country. The results suggest strongly that both parents and students hold similar traditional world views which govern their village lifestyles. This study is important in that it shows that their world views largely takes precedence over their school views. The process of formal education is not perceived as improving the knowledge and skills needed for the survival in the village context and is perceived to be of limited viability in relation to traditional values. The main perceived benefit of formal education for students is its improvement of their prospects of earning a monetary income that could be shared with their extended families if they obtain employment in a town. (Author)

ED 369 646 SE 054 350

Dori, Y. J.; Barnea, N.
In-Service Chemistry Teachers Training: The Impact of Introducing Computer Technology on Teachers' Attitudes.
PUB DATE- Mar 94
NOTE- 18p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Anaheim, CA, March 26-29, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chemistry; *Computer Assisted Instruction; Educational Research; Foreign Countries; High Schools; Inservice Teacher Education; Science Curriculum; *Science Teachers; Scientific Concepts; *Teacher Attitudes; Visual Perception
IDENTIFIERS- Israel; *Polymer Chemistry

A computer-assisted instruction (CAI) module on polymers was used to introduce chemistry teachers (n=64) to the variety of possibilities and benefits of using courseware in the current chemistry curriculum in Israel. From an analysis of a pre-and post-attitude questionnaire regarding the use of computers in chemistry teaching, it was concluded there was a positive change in teachers' attitudes toward CAI and using computers in their classrooms. Teachers indicated that they intended to incorporate the polymer module into their curriculum mainly due to the three-dimensional polymer models, the animation, and the visual effects that explain polymerization and the stretching processes. (PR)

ED 369 647 SE 054 351

Black, Kathie M.
Improved Science Content for Pre-Service Teachers: Modeling of Teaching Strategies Based on Current Science Education Reform Literature.
PUB DATE- Mar 94
NOTE- 18p.; Paper presented at the Annual Meeting of the National

national overview of schooling in Australia including the structure of schooling and how to achieve and support national goals. The chapter ends with 10 common and agreed national goals for schooling in Australia. The remaining eight chapters present comprehensive accounts of schooling in each state and territory: (1) New South Wales; (2) Victoria; (3) Queensland; (4) South Australia; (5) Western Australia; (6) Tasmania; (7) Northern Territory; and (8) Australian Capital Territory. The Commonwealth plays a key role in order to address national priorities for Australian schools and to facilitate cooperative efforts among Australian educational authorities. The final chapter describes the Commonwealth's involvement in schooling, major developments during 1991, social justice initiatives, Commonwealth programs for schools, and income support for students. (CK)

ED 369 667 SO 022 991

Statistical Annex: National Report on Schooling in Australia, 1991.
PUB DATE- 92
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Educational Trends; Elementary Secondary Education; Enrollment; Foreign Countries; Resource Allocation; *School Demography; *School Statistics; *Statistical Data; Tables (Data); Teacher Distribution
IDENTIFIERS- *Australia

This report enlarges upon the tables and figures in the National Report on Schooling in Australia 1991 and provides a basis for the continuing cooperative development of educational statistics in Australia and better quality statistical information about Australian schooling. The following categories organize the series of figures and tables: (1) the context of Australian schooling (three tables and two figures); (2) the structure of Australian schooling (three tables and one figure); (3) student enrollment, retention rates, destination of school leavers, and outcomes (15 tables and three figures); (4) resource distribution and management (18 tables); (5) commonwealth specific purpose programs (11 tables); and (6) staffing (seven tables). A glossary of terms provides definitions of some of the educational concepts. (CK)

ED 369 668 SO 023 012

Wilson, Angene; And Others
To Live in a Multicultural World.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 92
NOTE- 65p.; Unit accompanied by six video scenes available from Youth for Understanding International Exchange.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Cross Cultural Studies; Cultural Education; *Cultural Images; Cultural Interrelationships; Foreign Countries; International Education; *Multicultural Education; Perspective Taking; Secondary Education; Social Studies; *Stereotypes; Teaching Guides; Units of Study
IDENTIFIERS- *Global Education; Japan; Mexico

software systems including: (1) Dr. Halo, (2) Handy, (3) PC-Paint, and (4) Pilot are outlined. Several possible uses of the computer with interactive video disks for aesthetic analyses and creative efforts are described. The brief results of a pilot study and suggestions for additional studies are detailed. Assessing the results of instruction in the arts solely on the basis of variables of recall is limiting. If art education is to be discipline based, the means for assessment of growth and learning in art history, criticism, aesthetics, and the studio arts cannot be limited to just verbal tests of information and slide identification that assesses only one dimension of learning. A proposal to develop a means of assessment that is related to the visual and perceptual, as well as to the verbal mode of human behavior in the arts is outlined. The use of interactive video disks offer the possibility of combining a mode of assessment (the measurement of aesthetic preferences) with a means of instruction (the presentation of information) in one unified package that can be done in one instructional sitting. Seven video disks that are available for use with several computer software systems are listed. (DK)

ED 369 688 SO 023 780

Cromwell, Ronald R.
Educators Look to the Poets and Artists: The Importance of Creative Visioning in Education.
PUB DATE- Feb 92
NOTE- 15p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Orlando, FL, February 15-19, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Creative Activities; *Creative Development; Creative Expression; *Creativity; *Creativity Research; *Discovery Processes; Elementary Secondary Education
IDENTIFIERS- *Creative Visualization

This document summarizes a study attempting to understand the critical skill of creative visioning. In the study, 20 people who were involved in creativity or creative visioning were interviewed for 1.5-4 hours. Seven central themes emerged from the interviews: (1) the meaning of creative visioning; (2) trusting; (3) imagination; (4) connections; (5) intensity; (6) courage; and (7) spiritual/mysticism. These main themes were enriched by a discussion of enablers and blocks. Although creative visioning is not something that can be easily understood or defined, the paper attempts to synthesize a definition from the descriptions gathered in the interviews. The document defines creative visioning as a process that is based in and touches a deep sense of knowing that enables one to see, feel, and sense new possibilities, dimensions, and connections. Key to this sense of knowing was trusting, a need to trust one's ability to know in a different way through intuition. But this trust is more than in intuition. It moved into trusting the body's knowing that included reason, logic, intuition, and something more. Emerging from intuition and perhaps as important came imagination and connections. The sense of knowing that trusts intuition depends on an ability to imagine. This new vision requires intensity and courage. This intensity requires courage. All of the subjects said that fear was the greatest block to creative visioning. The paper includes a brief discussion of the implications of the students and some faculty express an interest in more inter-arts education; (7) teachers and students express significant concerns about assessment of interdisciplinary education; (8) team teaching is an integral part of the separate interdisciplinary studies classes; and (9) students and teachers have similar opinions about interdisciplinary education and studies at the Arts High School. A description of the school learning environment is provided. Five appendices present the mission of the Minnesota Center for Arts Education, a list of focus group participants, a list of the primary questions asked of students and teachers, a questionnaire of interdisciplinary team teaching, and a summary of the conclusions. (CK)

ED 369 707   SO 023 904

Pauly, Nancy; And Others
Interdisciplinary Learning and the Arts: An Annotated Bibliography, July 1993. Second Edition.
PUB DATE- Jul 93
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Administrator Attitudes; Annotated Bibliographies; *Art; *Art Education; *Curriculum Design; *Curriculum Development; Curriculum Research; Elementary Secondary Education; *Interdisciplinary Approach; Student Attitudes; Teacher Attitudes; Units of Study
IDENTIFIERS- Minnesota

The 107 citations in this annotated bibliography reflect diverse perspectives on curriculum integration and the arts. Annotations of periodicals, journal articles, books, school curriculum guides, and program guides are included. Section 1 provides 34 citations on general interdisciplinary concepts from curriculum design to implementation. Section 2 offers 30 citations on interdisciplinary education in relation to the arts and art education. Section 3 presents 36 citations on interdisciplinary curriculum units and lesson plans with arts as a focus. Section 4 contains eight citations that cover interdisciplinary curriculum units and lesson plans from disciplines other than the arts. The final section provides nine citations of anecdotal and empirical studies on the attitudes and perceptions of administrators, teachers, and students who have experienced interdisciplinary learning. (CK)

ED 369 708   SO 023 906

Laughlin, Mildred Knight; Kardaleff, Patricia Payne
Literature-Based Social Studies: Children's Books & Activities To Enrich the K-5 Curriculum.
PUB DATE- 91
NOTE- 149p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Behavioral Objectives; *Childrens Literature; *Curriculum Enrichment; Elementary Education; *Elementary School Curriculum; Grade 1; Grade 2; Grade 3; Grade 4; Grade 5; Group Activities; Individual Activities; Kindergarten; Learning Activities; *Social Studies; Student Educational Objectives; United States History; Units of Study
IDENTIFIERS- Trade Books

important aspects to teach about the Constitution, law, and democracy to equip students to be effective and affective citizens. The scope of instruction needs to broaden to include specific comparisons between the U.S. federal system of law and constitutionalism with counterparts in other nations. The comparative approach offers three functions: (1) creates an awareness of alternatives; (2) allows students to test the relative impact of various social, economic, demographic, political, or intellectual factors on the form of different nation's civic cultures; and (3) permits students to identify common patterns of action and behavior. A discussion of various constitutions and laws provides examples to learn about the advantages and limitations of the U.S. Constitution, law, and policy. The examples show the unique aspects of the U.S. Constitution and law, gives meaning to concepts of globalization, internationalization, and multiculturalism, and provides opportunities to appreciate others. Two proposals promote a modest and a radical view on instruction: (1) the modest proposal combines the multicultural emphasis to a broadened vision of cross-cultural and international studies of law and law-related subjects; and (2) the radical proposal adopts a strongly thematic and value-based approach that would look less at understanding the system and more on appreciating the values embodied in that system. (CK)

ED 369 728   SP 035 025

Selke, Mary J.; Kueter, Roger A.
School/University Partnerships and the UNI Teaching Associates Cadre Model: Professional Benefits to PreK-12 Educators.
PUB DATE- 17 Feb 94
NOTE- 28p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, February 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College School Cooperation; *Cooperating Teachers; Elementary Secondary Education; Faculty Development; Higher Education; Master Teachers; *Partnerships in Education; Preschool Education; Preservice Teacher Education; *Program Development; *Program Implementation; Student Teaching; Teacher Improvement; Teacher Role
IDENTIFIERS- Experienced Teachers; *Professional Development Schools; Teacher Development; *Teaching Associates Cadre Model; University of Northern Iowa

The implementation of the University of Northern Iowa's (UNI) Teaching Associates Cadre Model (TAC) Professional Development School (PDS) program is discussed within the context of Kagan's six stages of collaborative relationships: formation, conceptualization, development, implementation, evaluation, and termination or reformation. The TAC was designed to involve school-based practitioners more closely and directly in the preservice and inservice preparation of educators. TAC members are master teachers and experienced cooperating teachers who form professional partnerships with professors and clinical supervisors. Clinical supervisors are jointly employed by UNI and a school system to assist professor-coordinators with practicum supervision of student teachers. TAC members provide a linkage between schools and UNI. They are based in UNI Student Teaching Regional Centers in 10 urban areas throughout the state. There are national and international field sites, as emotional development, and both recognized that their interactions with students influence student self-esteem and self-worth. The two teachers had distinct styles for bonding with students--one used quality one-to-one time with meaningful or responsive dialogue and the other used self-disclosure through dialogue. Intrapersonal qualities are discussed, including genuineness, androgyny, inner locus of control, flexibility and adaptability, humor, enthusiasm, and nonjudgmental stance. Interpersonal skills discussed include communication, empowerment, problem-solving, conflict resolution, and respectfulness. The teachers' sources of revitalization were identified as: the rewards of teaching, intrapsychic coping mechanisms, and support from the workplace. Appendices contain data from student interviews and interview outlines. (Contains 17 references.) (JDD)

ED 369 748   SP 035 189

Dale, Helen
Four-Way Supervision: Weaving the Voices, Unweaving the Strands.
PUB DATE- Apr 94
NOTE- 23p.; Paper presented at the Annual Conference of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Conferences; Cooperating Teachers; English Instruction; Higher Education; High Schools; *Interaction; Interaction Process Analysis; Preservice Teacher Education; *Student Teacher Evaluation; *Student Teacher Supervisors; *Student Teaching; Teacher Student Relationship

This paper examines a four-way conference involving a student teacher in high school English, the cooperating teacher, a generalist student teaching supervisor, and an English specialist supervisor. The paper reflects on the interactions in the conference and the impact of having two supervisors with differing priorities for discussion. The student teacher, who was in the process of "reframing" her image of herself as a teacher rather than a student, had the opportunity to hear together the points of view of those who had played a principal role in her education as a teacher. The student teacher was required to integrate ideas, processes, and values learned in separate contexts, which encouraged reflectivity and facilitated learning. In receiving feedback from three distinct sources, the student teacher could verify her own view of herself as a teacher in diverse ways. She responded to each of the other conference participants differently, incorporating their languages and their values. The two supervisors also gained understanding from the four-way conference, as they discovered that although they represented different fields, both valued inquiry-oriented supervision. (Contains 25 references.) (JDD)

ED 369 749   SP 035 190

Clarke, John A.
Tertiary Students' Perceptions of Important Events That Occur in Their Learning Environments.
PUB DATE- Apr 94
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

years later. Teachers were most dissatisfied with level of support from parents and community, salary/fringe benefits of teaching, and opportunities for professional advancement. Seventy-three percent of the principals hiring CMSU graduates felt that the teachers were strongly prepared for their positions. Principals felt that salary/fringe benefits was the top area of dissatisfaction for teachers. Copies of the survey instruments and data are appended. (JDD)

ED 369 767   SP 035 212

Model Standards for Beginning Teacher Licensing and Development: A Resource for State Dialogue. Draft for Comments.
PUB DATE- 1 Sep 92
NOTE- 44p.; Developed by Interstate New Teacher Assessment and Support Consortium.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Beginning Teachers; Educational Practices; Educational Principles; Elementary Secondary Education; Higher Education; *Knowledge Level; Models; Performance; Questionnaires; *Standards; *Teacher Certification; *Teacher Evaluation; *Teaching Skills

Drafted by representatives of the teaching profession along with personnel from 17 state education agencies, the performance-based standards in this document represent a common core of teaching knowledge and skills. The standards were developed to be compatible with the advanced certification standards of the National Board for Professional Teaching Standards. The standards address the knowledge, dispositions, and performances deemed essential for all beginning teachers regardless of their specialty area. This common core is intended to outline the principles and foundations of practice that cut across specialty areas--the knowledge of student learning and development, curriculum and teaching, contexts, and purposes, which creates a set of professional understandings, abilities, and commitments that all teachers share. Standards are organized within 10 principles relating to: (1) the central concepts, tools of inquiry, and structures of the discipline being taught and meaningful learning experiences; (2) child development and appropriate learning opportunities; (3) learning styles; (4) instructional strategies; (5) individual and group motivation and behavior; (6) effective communication techniques; (7) instructional design; (8) assessment strategies; (9) reflectivity; and (10) relationships with colleagues, parents, and community agencies. A questionnaire for use in evaluating the draft standards is appended. (JDD)

ED 369 768   SP 035 218

Dana, Nancy Fichtman; Floyd, Deborah Martin
When Teacher Educators Collaboratively Reflect on Their Practices: A Case Study on Teaching Cases.
PUB DATE- Feb 94
NOTE- 25p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Atlanta, GA, February 12-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Case Studies; *Classroom Techniques; Cooperative

German - Foreign Language. Annotated Bibliography of Tests.
PUB DATE- Jul 90
NOTE- 13p.; Supersedes September, 1988 edition.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Basic Skills; Cognitive Tests; *Diagnostic Tests; *German; Higher Education; *Language Proficiency; Language Skills; *Language Tests; Secondary Education; *Second Language Learning; Student Evaluation
IDENTIFIERS- Test Bibliographies; Test Collection (Educational Testing Service)

The 12 tests cited in this bibliography are used to assess students' knowledge of German as a second language. Many of the tests described are included because one or more of their subtests measure some aspects of vocabulary, grammar, and reading comprehension. The tests are primarily for secondary or higher education students; a few are used to grant credit-by-examination. This document is one in a series of topical bibliographies from the Test Collection (TC) at Educational Testing Service (ETS) containing descriptions of more than 18,000 tests and other measurement devices prepared by commercial publishers, teachers, educational institutions, professional associations, departments of education, counselors, etc. Each description contains the following basic information: TC Accession Number (a six-digit identification number assigned by the Test Collection); the title of the instrument; personal or institutional author; year of publication or copyright; availability source; grade level for which test is suitable; age level for which test is suitable; and abstract. Other information, which is provided when known, includes subtests, number of test items, and time required to complete the test. Information on accessing the Test Collection via Internet concludes the document. (RMB)

ED 369 787 TM 020 740

Health and Physical Education. Annotated Bibliography of Tests.
PUB DATE- Nov 90
NOTE- 27p.; Supersedes February, 1989 edition.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Aptitude Tests; Basic Skills; *Diagnostic Tests; Elementary Secondary Education; *Nutrition; *Physical Education; Student Evaluation
IDENTIFIERS- Test Bibliographies; Test Collection (Educational Testing Service)

The 53 tests cited in this bibliography are geared toward the elementary-secondary education level. Some of the tests are performance measures. Tests in the area of health include those which assess nutrition and other aspects of health. Some tests are appropriate for use with special populations. (Lists of measures related to drug knowledge and sex education are available separately.) Test subjects include the promotion of physical fitness; fitness programs, health-related nutritional behaviors, health habits; and safety rules. This document is one in a series of topical bibliographies from the Test Collection (TC) at Educational Testing Service (ETS) containing descriptions of more than 18,000 tests and other measurement devices prepared by commercial publishers, teachers, educational institutions, professional associations, departments of education, counselors, etc. Each description contains the following basic information: TC Accession Number

Report No. 1.
PUB DATE- Oct 93
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- College Programs; Comparative Analysis; *Comparative Education; Cultural Influences; *Educational Assessment; Educational History; Educational Policy; *Educational Quality; Foreign Countries; *Higher Education; International Studies; Models; Quality Control
IDENTIFIERS- Canada; *Europe; European Community; France; Netherlands; United Kingdom; United States

These two papers look at international aspects of quality in higher education from contrasting perspectives. The first paper, "Higher Education Quality: A European Dimension" by John Brennan asks whether there is a distinctive European dimension to quality in higher education and, if so, what are its implications for British institutions and their students. The first part of this paper reviews current higher education policy developments in the European Community and considers the issues which they raise for quality. The second part of Brennan's paper reports on the results of a number of recent projects which have attempted to assess the quality of educational programs across several countries and considers implications of these studies for British institutions. The second paper is "Towards a General Model of Quality Assessment in Higher Education" by Frans A. van Vught. It proposes a general model of quality assessment consisting of a number of elements. It puts these elements in an historical context of quality assessment in medieval universities and makes a distinction between the intrinsic and extrinsic values of higher education and types of assessment related to each. It also deduces the elements from recent experiences with quality assessment in the United States, Canada, France, the Netherlands, and the United Kingdom. (JB)

ED 369 344 HE 027 383

Lopez, Susan D.; Mertens, Donna M.
An Analysis of the Integration of the Feminist Perspective in Research Methods Classes: Current Practices.
PUB DATE- 16 Apr 93
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Faculty; *College Instruction; *Educational Research; *Feminism; Higher Education; *Research Methodology; Sex Differences; Teacher Attitudes; Teacher Characteristics
IDENTIFIERS- Feminist Scholarship

A study was done of current practices in teaching educational research, particularly the extent to which feminist perspectives on research are included in topics, in research methods textbooks, and in professors' use of instructional techniques responsive to feminine "ways of knowing". Seventy-one members of the American Educational Research Association Special Interest Group, Professors of Educational Research, completed a five-page questionnaire on demographic data, background information, topics covered in classes, and teaching with correlations and multiple regression. The sample included 405 DCS students and 500 non-DCS students. Among the findings were that at the end of their first year DCS students were progressing more quickly through their program, that DCS students returned at significantly higher rates both after the first quarter and after the first year, that DCS students totalled more hours on average during their tenure, and that 30.8 percent of DCS students met a 90-hour requirement to receive a particular degree standing on graduation while only 19.4 percent of non-DCS students achieved this requirement. (JB)

ED 369 363 HE 027 402

Berg, Charyn; And Others
Evaluating An Educational Leadership Doctoral Program: Results of a Focus Group Simulation for Educational Leadership Doctoral Students.
PUB DATE- 5 Nov 93
NOTE- 22p.; Paper presented to the Annual Meeting of the Arizona Educational Research Organization (Tucson, AZ, November 4-5, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Admission (School); Doctoral Dissertations; Evaluation Methods; Graduate Students; Group Discussion; Group Experience; Higher Education; *Leadership Training; *Program Evaluation; Qualitative Research; School Administration; Simulation
IDENTIFIERS- *Educational Leadership; *Focus Group Assessment; Focus Groups Approach; *Northern Arizona Univ Center Excellence in Educ

Six doctoral students evaluated an educational leadership program they were in by participating in a focus group simulation. The students were all enrolled in or auditing a qualitative research course at Northern Arizona University's Center for Excellence in Education (NAU/CEE). Prior to the simulation participants were given instructions on the process of the group. Participants were to discuss the program's strengths, weaknesses, and make recommendations for improvement in admissions, program of studies, and the dissertation. The same three categories were also measured in a survey completed by all six respondents. The session met for about 1 hour and the students encoded the data from written transcripts. Recommendation results for doctoral program improvement addressed introduction to the program/admission process, class content, and preparation for dissertation/program support. Specifc recommendations included the following: improvement of the formal outreach component of the introduction and admissions process; clear itemized policies; informal portfolio review prior to the admissions process; improvement in the sequence of classes; greater flexibility of summer class offerings; limiting a faculty member's number of advisees; and clarifying the roles of college offices. Sample matrixes uses in the evaluation process are attached. (JB)

ED 369 364 HE 027 403

Zymelman, Manuel, Ed.
Assessing Engineering Education in Sub-Saharan Africa. World Bank Technical Paper Number 197, Africa Technical Department Series.
PUB DATE- 93

of Education; and Sister Janet Fitzgerald, President of Molloy College, Long Island, New York. (GLR)

ED 369 382 HE 027 423

Butler, E. Dean
The Center for Research in Educational Policy: Development and Status.
PUB DATE- 22 Nov 93
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; *Educational Policy; *Educational Research; Higher Education; *Organizational Change; Organizational Objectives; Postsecondary Education; *Research and Development Centers
IDENTIFIERS- *Center for Research in Educational Policy TN; *Tennessee

This paper describes the 9-year (1985-1993) evolution of a Tennessee state-sponsored university educational policy research center at the University of Memphis. A recent (1990-1993) restructuring of the unit is summarized within the context of a college-wide reorganization that had important implications for academic, research, and service units of the institution. This restructuring included the addition of various advisory groups to improve communication between the Center and the academic units of the college. The current mission and organizational structure are also described. Research supported by the Center is expected to reflect the following: (1) the potential for contributing to the solution of educational policy/practice issues; (2) applied research and development foci; (3) involvement of interdisciplinary research teams; (4) use of multiple modes of inquiry; (5) involvement of partnerships and collaborations with schools and other organizations; (6) incorporation of both immediate and long-range planning; and (7) provision for the establishment of data bases to foster secondary analyses. An appendix contains a list of the Center's major projects. A list of 1993-94 Center projects in urban studies, professional studies, educational assessment and performance, and collaborative action research is attached. (GLR)

ED 369 383 IR 016 091

Tella, Seppo
Boys, Girls, and E-Mail: A Case Study in Finnish Senior Secondary Schools. Research Report 110.
PUB DATE- 92
NOTE- 134p.; For a related document, see ED 352 015. English and Finnish versions of the abstract are included.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; Computer Assisted Instruction; Cooperative Learning; Educational Quality; *Electronic Mail; English (Second Language); Ethnography; *Females; Foreign Countries; Information Networks; *Males; Online Systems; Questionnaires; Secondary Education; Secondary School Students; *Sex Differences; Word Processing
IDENTIFIERS- *Computer Mediated Communication; Finland; *Learning Environments

ED 369 403 IR 054 972

So, SooYoung
International Students and American Academic Libraries: An Empowering Relation.
PUB DATE- Feb 94
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Libraries; *Cultural Awareness; *Foreign Students; Higher Education; Librarians; *Library Services; Native Language Instruction; *Needs Assessment; Training; *User Needs (Information)
IDENTIFIERS- *Empowerment

This paper provides a framework in which the library profession can view the role of its international clientele, usually foreign-born students, in American society as a whole, before discussing specific ways to improve library services to meet these students' needs. International students are frequently hampered in their uses of the library, not only by language and cultural barriers, but also by a limited understanding of the potential resources and services a library may offer. Nevertheless, international students have many favorable impacts on American academic communities. The proper relationship between the library and the student is one of mutual empowerment, in which the contributions of the student are acknowledged by the library staff. International students benefit from their time in the United States and are a benefit to U.S. industries and academic institutions, but they are also able to take information and library knowledge with them when they return to their native countries. Cultural sensitivity on the part of library staff can be fostered by increased training that will benefit U.S. libraries as well as their international users. (SLD)

ED 369 404 IR 054 983

20/20 Vision: The Development of a National Information Infrastructure.
PUB DATE- Mar 94
NOTE- 166p.; For the publication, "The National Information Infrastructure: Agenda for Action," which is evaluated in "20/20 Vision," see ED 364 215.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- *Access to Information; Computer Networks; Federal Programs; Information Literacy; Information Needs; *Information Networks; Information Seeking; Information Sources; Information Technology; Public Libraries; *Public Policy; *Telecommunications; User Needs (Information); Users (Information)
IDENTIFIERS- Equality (Social); Information Age; *Information Policy; Internet; *National Information Infrastructure; National Information Policy

After the publication of the Clinton Administration's "The National Information Infrastructure: Agenda for Action," a group of telecommunication specialists were asked to evaluate the proposals in order to broaden the policy discussion concerning the National Information Infrastructure (NII). This collection contains their visions of the nation's future information infrastructure development and their views on how the law to allow 6 years to complete the bachelor's; (4) adopt the bachelor's as a minimum employment qualification in technical disciplines; (5) adopt the associate degree as a minimum tenure requirement; (6) give local districts authority to establish equivalent qualifications; and (7) permit districts to employ non-bachelor's degree vocational instructors indefinitely as non-tenured, full-time faculty with year-to-year contracts. Includes Education Code Section 87615 and district data on tenure-track less-than-bachelor's hires. (ECC)

ED 369 423   JC 940 114

Eaton, Judith, Ed.
Financing Nontraditional Students: A Seminar Report.
PUB DATE- 92
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Adult Students; *Change Strategies; Community Colleges; *Educational Finance; *Nontraditional Students; Program Improvement; *Student Characteristics; *Student Financial Aid; Two Year Colleges

On September 27, 1991, a seminar was held by faculty, administrators, and other higher education practitioners to discuss financial aid issues related to the almost 11 million nontraditional students in the nation's colleges and universities. This monograph describes those issues and presents four papers that formed the background to seminar discussions. First, an overview is provided, defining nontraditional students as those who are either part-time, older than 22, pursuing clock-hour rather than credit-hour instruction, independent of parents, or have not received a high school diploma or equivalent. This section also highlights the key issues addressed, including the failure of Title IV programs to serve all segments of the nontraditional population and strategies to more adequately meet the financial needs of these students. The bulk of the document presents the following background papers to the seminar: (1) "How the Nontraditional Student Finances Her Education," by Laurent Ross and Diane Hampton, describing the demographic and academic characteristics of the nation's nontraditional students and patterns of financing; (2) "Improving College Access for Needy Adults Under Existing Federal Programs," by Lawrence N. Gold, exploring areas in which aid programs could treat adult students more fairly and ways of removing obstacles to adult participation in college; (3) "Nontraditional Financing for Nontraditional Students," by Arthur M. Hampton, discussing the forms of assistance that would be most effective in helping different groups of nontraditional students; and (4) "The Financial Needs of Nontraditional Students: What We Know and What We Can Do," by Martin Kramer, proposing the creation of three categories of nontraditional students to help ensure fair treatment for all. (KP)

ED 369 424   JC 940 115

Chang, Mitchell J.
Reassessing Curriculum and Transfer Rates: A Delicate Balance for the Mission of Community Colleges.
PUB DATE- 20 Dec 93

ED 369 440 JC 940 267

Task Force on College Governance Report to the College Community: 3 Years in Progress.
PUB DATE- 94
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Action Research; *Administrative Organization; *College Administration; Community Colleges; *Decision Making; Foreign Countries; Governance; *Organizational Communication; *Participative Decision Making; Two Year Colleges

In 1990, the President's Task Force on College Governance was created at Grant MacEwan Community College (GMCC) in Edmonton, Alberta, Canada to survey college staff about their attitudes and expectations regarding their involvement in college decision-making processes and to make recommendations for improvement in these processes. The first actions of the Task Force were directed toward forming needed working groups; educating Task Force members about the legislative definition of governance, results of a 1987 staff survey about staff involvement and communication, and the evolution of governance at GMCC; and bringing in speakers from other institutions and agencies to discuss leadership, governance, and organizational development. Subsequent actions of Task Force sub-committees included the dissemination of a review of documents about collaboration governance; the conduct of focus groups to identify staff concerns about decision-making and communication; the development of a working definition of governance; the discussion of values related to governance; a collegewide staff survey and analysis of results; and the clarification of governance values and principles. Based on these efforts, a brief report summarizing key and supporting governance principles regarding college structures, decision-making and communication was circulated. In June 1991, the Task Force made nine recommendations for implementing these principles, including: (1) that all college units develop and implement action plans to put the governance principles into practice; (2) that the college operate on the principle that decision-making should be generally decentralized; and (3) that a series of workshops on empowerment, leadership, and interpersonal and group skills be made available to staff. Progress of the Task Force toward implementing the nine recommendations, and additional recommendations for the future are included in this report. (KP)

ED 369 441 JC 940 268

Parnell, Dale
The Tech Prep Associate Degree Program Revisited.
PUB DATE- 1 Feb 94
NOTE- 11p.; Paper presented at the Annual Conference on Workforce Training of the League for Innovation in the Community College (2nd, New Orleans, LA, January 30-February 2, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Articulation (Education); Associate Degrees; *College School Cooperation; Community Colleges; Educational

Relationship; Sociocultural Patterns; Technological Literacy; Two Year Colleges
IDENTIFIERS- Lakeland Community College OH

When given the opportunity to plan a new community learning center, Lakeland Community College's program planners sought the assistance of The College Board's Office of Adult Learning and Services. Thousands of scientifically weighted interviews involving households, students, and business leaders were evaluated to determine the community's feeling toward education, training, and information needs. The study had five phases: a study of the demand for noncredit courses among individual adult students; a study of the needs of business and industry for employee education and training; a study of large private-sector employers; a study of special needs populations, including the elderly, unemployed, and women; and a study of enrolled students. Information from these studies, as well as Lake County demographics and societal trends and institutional issues, shaped the program planners' thinking. These issues included the following: (1) Lake County employers were concerned with the lack of basic skills in the labor pool; (2) a permanent restructuring on employment is occurring in Lake County with jobs moving from manufacturing to the service sector; (3) contingency workers are appealing to many employers; (4) Lakeland must anticipate the impact of technology on the college and the local work force; and (5) space is at a premium on campus and needed for the credit enrollments at Lakeland Community College. These findings called for a reexamination of programming, scheduling, physical features of the center, and learning support equipment. (ECC)

ED 369 459   JC 940 287

Ryan, Lisa
The Case for National Student Leadership on Community College Issues.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Jun 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Advocacy; *Community Colleges; Educational Finance; School Community Relationship; *School Support; Student College Relationship; *Student Leadership; *Student Role; Two Year Colleges; *Two Year College Students

Institutions of higher education have been unable or unwilling to make constructive and consistent use of student leadership as an advocate for the institutions. This is especially paradoxical in the case of community colleges, since two-year college students often have significant links to the community. If the potential for leadership among these students were systematically cultivated, a powerful voice could be created to help colleges explain their missions and needs to lawmakers, the media, and the voting public. Some 8 million voters are currently attending community colleges across the nation, a sufficient number to provide a major source of political strength for higher education. Community colleges are facing financial constraints at local, state, and federal levels. Among the financial issues affecting community college students, obvious examples are student financial aid, employee educational assistance, and workforce training programs. Pell grants in particular are essential to many community college students' ability to attend school, and student leaders are calling for a strong student advocacy role with congress and the nation's pregnant women and children. The Commission's five recommendations are: (1) provide universal health insurance coverage for pregnant women and children through age 18 through a public-private system that includes a basic level of care and provisions to contain costs and improve care quality; (2) expand effective health care programs for underserved populations; (3) improve the delivery of health care through joint efforts by health care professionals and professionals from other disciplines to ensure the quality and comprehensiveness of health and social services, participate in publicly funded programs, and serve their communities as volunteers; (4) reinforce parental responsibility to protect their children's health by protecting their own health, modeling healthful behavior, providing a safe home environment, and seeking essential health services for their children; and (5) increase community responsibility for creating safe neighborhoods, supporting the development of community-based health education and health care programs, and sponsoring activities and special projects to help families gain access to needed services. This guide outlines steps to implement these recommendations. (AC)

ED 369 477 PS 021 831

Janssen-Vos, Frea; Pompert, Bea
From Play Activity toward Learning Activity: Developmental Perspectives in Early Childhood Education.
PUB DATE- Sep 93
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; Educational Principles; Educational Theories; Foreign Countries; *Learning Activities; *Play; Primary Education; Program Descriptions; *Teacher Role; *Teaching Methods
IDENTIFIERS- Netherlands

One of the goals of Project Onderbouw in the Netherlands is to develop an educational concept and curricula to be used in primary education. The educational concept adopted for the project is termed "developmental education." Based on neo-Vygotskian principles and other theoretical approaches, "developmental education" emphasizes: (1) education's contributions to broad development, with many-sided personality development as its highest aim; (2) situations and activities which have meaning for children; and (3) a mediated action role for the teacher. Based on the conviction that children's development is under the influence of the sociocultural environment and can consequently be affected intentionally, the project sought to identify core activities that are meaningful for children and have potential developmental value. These core activities are play activities, in which manipulative, movement, role, and rule play can take place; constructive activities, in which children are functionally "at work" in a productive way; conversation activities, including dialogues, interactions, and discussions between individual children or small groups of children and the teacher; reading and writing activities; and mathematical activities. To develop high-quality activities in these areas and create conditions for subsequent development, teachers must understand the developmental perspectives that provide a framework for the activities. A practical application of this approach can be as advocates for their children and themselves within schools; as advocates for schools within the larger community; as partners in school governance and decision-making; and as resources for schools. Summit participants also reached agreement on specific ways in which organizations, businesses, schools, homes, and government could facilitate family involvement in education. The participants also agreed on the goals and strategies needed to carry out the mission of the Summit. A list of Summit participants is included in this report. (AC)

ED 369 496 PS 021 982

Atmore, Eric
A Community Development Approach to Early Childhood Educare Intervention in Disadvantaged Communities.
PUB DATE- 25 Mar 93
NOTE- 15p.; Paper presented at the International Early Years Conference (Conventry, England, United Kingdom, March 25, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Action; *Community Development; Community Services; *Day Care; *Early Childhood Education; Economically Disadvantaged; *Educationally Disadvantaged; *Family Programs; Foreign Countries; Needs Assessment; Preschool Education
IDENTIFIERS- *Educare; Empowerment

Early childhood education and care (educare) combined with community development presents a unique opportunity to stimulate the disadvantaged and oppressed sectors of the population towards improved economic status, increased self-confidence and self-esteem, and human development. The three main elements of this approach are the community, parental involvement, and empowerment. Research results indicate that for children from deprived groups, intervention must consider the needs of the whole child within the context of the family and community. Community support and parent involvement are key variables in the operation of preschools and other services for children under five. Child care has great potential for driving the empowerment process at the local level. Educare contributes by facilitating mutual respect among parents and other caregivers and by fostering critical reflection. The process of community development in the educare context involves: (1) identifying needs through community and educare profiles, and needs assessment; (2) prioritizing these needs; (3) developing, implementing, and monitoring a plan of action to meet the needs; and (4) evaluating the process and outcomes. While the community worker plays several important roles in this process, he or she does not lead, manage, or own the process or the product. Community development is about individual human action and the development of people. (AC)

ED 369 497 PS 021 991

Fisher, Cynthia
Structural Limits on Verb Mapping.
PUB DATE- 93
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- College Role; Day Care; *Early Childhood Education; *Educational Change; Higher Education; Poverty; Preschool Education; *Preservice Teacher Education; *Professional Recognition; *Relevance (Education); *Teacher Education Curriculum; Teacher Education Programs; Teacher Role

This paper recommends new directions for teacher education in the preparation of early childhood (EC) teachers. It reviews the historic fragmentation of the field, present teacher education practice, and the changes needed to address the needs of children from birth to 8 years who increasingly live in poverty, come from minority populations, face violence in their lives, and lack support from both parents. It then recommends that early childhood teacher education programs adopt reforms that: (1) encourage parent involvement in their children's education; (2) prepare EC teachers to work with impoverished children; (3) recognize the unique needs of teen parents; (4) teach EC educators to work with health and social service providers; (5) link good health with school achievement; (6) train EC teachers to be decision-makers and leaders; (7) include violence prevention training; (8) encourage the recruitment of teachers from African-American and Latino groups; (9) prepare EC students to work with children before and after school; (10) offer courses and practicum experiences with children from birth to age 8; (11) integrate EC education and special education; (12) make teachers at ease in a variety of EC settings; (13) address multicultural concerns; and (14) ground programs in developmentally appropriate practice for children in a variety of settings. Includes 31 references. (MDM)

ED 369 517   PS 022 237

Kentucky's Primary Program: A Progress Report.
PUB DATE- Feb 94
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Environment; *Educational Change; Elementary Education; Learning Centers (Classroom); *Nongraded Instructional Grouping; Parent Participation; *Primary Education; *Program Implementation; State Legislation; State Surveys; Student Evaluation; Teacher Attitudes; *Teacher Role
IDENTIFIERS- *Kentucky; *Mixed Age Groups

This report documents the progress that school districts in Kentucky have made in implementing provisions of the Kentucky Education Reform Act of 1990. This bill mandated that all elementary schools become non-graded, multi-age, multi-ability primary schools by the fall of 1993. During the spring of 1993, observations and teacher surveys were conducted in 46 schools in a geographically stratified random sample to determine the progress teachers were making in implementing the primary program. Principals in each of the schools were asked to recommend the classrooms in which they believed the teachers had made the greatest progress toward implementation. Among the results noted in the report are that teachers have made some progress in designing flexible physical environments that facilitate a variety of group and individual activities. Nevertheless, the classrooms were still teacher-dominated, possessed few learning centers, and exhibited few instances of discovery learning, student-initiated activities, and theme units. Also noted are major weaknesses in the area of ongoing, authentic assessment and the lack of parent involvement programs. Recommendations for staff development and school

1993. The sample included 562 Whites, 282 Blacks, and 284 Hispanics. The study report addresses the five areas of evaluation of schools, children and schools, parental involvement in children's education, attitudes about educational issues, and demographics. Among the study's many findings are the following: (1) 54% of adults graded public schools highly, with parents grading schools higher than nonparents; (2) parents and nonparents felt that virtually all groups in society have some responsibility for improving schools; (3) 58% of parents felt that their child's school is safe, and 42% that it is somewhat safe or not safe; (4) 89% of the subjects' children were enrolled in public schools, 7% in private schools, and 4% in parochial schools; (5) 63% of parents rated their children's school performance as above average; (6) 70% of parents expected their children to graduate from college, and minority parents' aspirations for their children to complete high school and college were similar to those of white parents; (7) the level of parental involvement with their children's education was quite high, and was the same for fathers and mothers; and (8) virtually no parents felt that teachers should have the primary responsibility for teaching children about values, drug abuse, AIDS, intergroup relations, alcohol abuse, sex, and tobacco abuse. Additional technical details and the questionnaire appear in the Technical Appendix. The bulk of the document is composed of tables presenting the study's findings. (TJQ)

ED 369 538 PS 022 296

Warren, Louis L.; Allen, Michael G.
Exploratory Programing in Georgia's Middle Schools.
PUB DATE- 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Art Education; *Curriculum; *Discovery Learning; Educational Attitudes; Enrichment Activities; Intermediate Grades; *Junior High Schools; *Middle Schools; *Minicourses; Music Education; Outdoor Activities; Program Descriptions; Second Language Learning; *State Surveys; Teaching Methods
IDENTIFIERS- Georgia

This study surveyed the nature and extent of exploratory programming in intermediate schools. A 22-item questionnaire was sent to all 285 of the state's middle and junior high schools. Of the 163 respondents, 160 indicated that they had some form of exploratory programming. The latter number included: (1) 155 schools with traditional exploratory courses in art, music, foreign languages, and industrial arts; (2) 3 schools with elective mini-courses that exposed students to a wide variety of topics, such as backpacking, first-aid, and knitting; (3) 1 school with exploratory activities integrated into the curriculum; and (4) 3 schools with other types of exploratory programming. The reasons given for establishing exploratory programming included state mandates, middle level education literature, and principal decisions. The majority of schools served allocated between 41 and 60 minutes of exploratory learning per day. It was also found that the majority of exploratory classes were taught by teachers hired specifically for exploratory instruction and lasted from 3 to 9 weeks. Most exploratory teachers were not able to select which classes they taught, nor were the majority of students able to select which exploratory classes they took. (MDM)

Sobel, David
Children's Special Places: Exploring the Role of Forts, Dens, and Bush Houses in Middle Childhood.
PUB DATE- 93
NOTE- 168p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Books (010)
DESCRIPTORS- Child Development; *Childhood Interests; Children; Developmental Stages; Elementary Education; Environmental Education; Foreign Countries; Individual Development; *Play; Preadolescents; *Psychological Needs; Socialization
IDENTIFIERS- *Childrens Place Making; England; Jung (Carl G); Playhouses (Children); West Indies

This book describes a study of childhood experiences with creating personal space in the outdoors, the role these spaces play in children's evolving sense of self, and implications of place-making for education. Chapter 1 describes the author's personal interests that led to the study, the study population, and the way in which each study site was chosen. Chapter 2 describes specific examples of children's spaces from England and Carriacou in the West Indies, data collection techniques, and patterns that began to surface in the data. Chapter 3 includes a portrayal of the role these places play during middle childhood in helping foster and shape the unique self that emerges in adolescence. Joseph Chilton Pearce's model of development is examined, a Jungian perspective is applied to the child place-making phenomenon, and the speculations of researcher Roger Hart on place-making are examined in light of this Jungian perspective. Adult perspectives of the role these places play are examined in chapter 4 by means of interviews and a literature review. Chapter 5 presents working examples of elementary school curricula that translate children's place-making interests into projects that expand their sense of self and their knowledge of the social and natural world. Chapter 6 reflects on the significance of the development of a sense of place in the natural world for children and society. (MCO)

ED 369 559 PS 022 340

An Action Blueprint for Business: Forging New Partnerships To Make a Difference in Maternal and Child Health. Highlights of the Corporate Summit for Children (Washington, D.C., April 29-30, 1992).
PUB DATE- Sep 93
NOTE- 69p.; This report was made possible by a grant from the Johnson & Johnson Family of Companies.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Business; *Business Responsibility; *Child Health; Corporate Support; *Family Health; Health Care Costs; Health Education; Health Programs; *Health Promotion; Prenatal Care; Public Policy
IDENTIFIERS- Health Care Reform; *Maternal Health

The goals of the Corporate Summit for Children were to: (1) increase understanding about the tremendous impact of maternal and child health-related costs on the private sector; (2) clarify the role that business, health professionals, educators, and policymakers can play together in the workplace, in the community, and in the public policy arena to improve the health and well-being of mothers, children, and families; (3)

(ED), Washington, DC.
PUB DATE- Jun 94
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Classroom Design; Classroom Environment; Cooperation; Early Childhood Education; *Educational Resources; Instructional Materials; *Learning Activities; Parent School Relationship; *Play; *Preschool Children; Preschool Teachers; Pretend Play; Student Centered Curriculum; Teacher Role; *Teacher Student Relationship
IDENTIFIERS- ERIC Digests

A resource area in an early childhood classroom can foster children's learning by providing them with opportunities to use a wide variety of materials in a wide range of contexts. This digest offers suggestions concerning resource rooms in early childhood classrooms and discusses issues relevant to children's play. Many classroom areas can be converted into a resource space. For example, pine shelving can be installed in a walk-in closet to hold props. Wooden fruit boxes and cardboard boxes from grocery stores can be used as storage containers. Items discarded by stores and items brought in by parents can be used as props. Once the resource room is set up, children can use the items in it for exploratory play. The items in the resource room may spark their imagination, leading to elaborate construction plans and complex play behavior. The teacher's role in such an environment is that of a facilitator who collaborates with the children in determining the curriculum. In this collaboration, teachers do not try to prevent children from making errors. Instead, children are allowed to use problem-solving approaches to correct their errors and stimulate their thinking skills. Children's ability to pretend, which plays a part in learning to read and do mathematics, is also developed during play. The use of a resource room or area fosters collaboration among the children, and this collaboration helps the children develop confidence in their abilities and skills. (BC)

ED 369 577 PS 022 491

Feng, Jianhua
Asian-American Children: What Teachers Should Know. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 94
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; *Asian Americans; Confucianism; Cultural Awareness; *Cultural Differences; Cultural Influences; *Cultural Traits; Elementary School Students; Elementary Secondary Education; Ethnic Stereotypes; Family School Relationship; Limited English Speaking; *Parent Student Relationship; Secondary School Students; Teacher Role; *Teacher Student Relationship
IDENTIFIERS- ERIC Digests

This digest provides information to help teachers gain a better understanding of Asian-American children, particularly those from East and Southeast Asian cultures, and identify culturally appropriate educational practices to use with these children.

field. Rural teachers, in particular, are often called upon to employ a wider range of skills than their formal training had encompassed. This paper presents a tri-semester curricular model that focuses on self-development as a team player and the formation of team synergy, or increased team effectiveness, in problem-solving situations. Key characteristics of the model are collaboration and role release, which taps expertise from each team member. The second semester addresses exploration of organizational cultures in the immediate life context or community setting, with additional work on mediation and conflict management. The third semester focuses primarily on application of transdisciplinary teaming in the field. Appendices outline curriculum philosophies, levels of development, goals, format, participant responsibilities, and content. (SV)

ED 369 593 RC 019 563

Morgan, Robert L.; Madsen, Kim
Child Care for Young Children with Disabilities.
PUB DATE- Mar 94
NOTE- 9p.; In: Montgomery, Diane, Ed. Rural Partnerships: Working Together. Proceedings of the Annual National Conference of the American Council on Rural Special Education (ACRES) (14th, Austin, Texas, March 23-26, 1994); see RC 019 557.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Child Development Centers; Cooperative Programs; *Day Care; *Developmental Disabilities; Early Childhood Education; *Early Intervention; Higher Education; Institutional Cooperation; *Rural Areas; Rural Education; *Young Children
IDENTIFIERS- Chadron State College NE; Nebraska (Dawes County)

Early intervention can enhance the development of disabled infants and toddlers and reduce long-term education costs to society, but rural communities may be unable to provide coordinated early-intervention services that include quality child care. Barriers to rural service delivery include economic, geographic, and human-capital factors. Although preschool programs may be available, rural families have difficulty finding trained and affordable child care to assist in the carry-over of programming beyond the school environment. A project in rural Dawes County (Nebraska) aims to provide before- and after-school child care services to children aged 2-12 and currently labeled as developmentally disabled. Project strategies include interagency collaboration, use of trained professionals, and inclusion of family caretakers in project development and implementation. Services are provided at Chadron State College's (CSC) child development center, which employs professionals with teaching degrees in child development or human ecology and trained college students. A collaboration plan outlines the responsibilities of school districts, the area social services agency, the regional special-education planning commission, CSC child development center, and CSC education department. (SV)

ED 369 594 RC 019 564

Mayhew, Jack
Are Preservice General Educators Being Adequately Prepared for Inclusion?
PUB DATE- Mar 94

*Gifted Disadvantaged; Program Evaluation; *Relevance (Education); Secondary Education; *Teacher Characteristics; *Teaching Methods; *Weekend Programs
IDENTIFIERS- Texas

Programs for disadvantaged gifted students require teachers with a number of positive characteristics and a relevant curriculum. The New Challenge Program created by the University of Texas Pan-American College of Education is a Saturday morning enrichment program for disadvantaged gifted children. Students select from classes such as Basic and Advanced Rocketry and Aviation, Adventures in Physics, or The Art of Clowning Around. The classes meet 10 mornings for 3 hours each. Program planners interview and select teachers based on their area of expertise, enthusiasm, knowledge of the needs of gifted learners, and skills in developing student self-concept. Teachers emphasize use of models from the community as learning guides, cooperative learning, experiential learning, concrete examples from students' experiences, and self-concept development. At the end of each 10-week session, students complete a 24-item questionnaire designed to elicit responses that describe the characteristics of the teacher and validate selected traits of a "relevant" curriculum. Over half of the 125 students surveyed listed the teacher as one of the things they liked best about the program. In terms of relevancy, 107 of the 125 students selected their course based on their individual interest and desire for personalized learning. Students also reported opportunities for personal growth. (KS)

ED 369 611 RC 019 581

Carr, Sonya C.; Ratcliff, Ellen
Partners for Transition: Preparing Students for the Future.
PUB DATE- Mar 94
NOTE- 9p.; In: Montgomery, Diane, Ed. Rural Partnerships: Working Together. Proceedings of the Annual National Conference of the American Council on Rural Special Education (ACRES) (14th, Austin, Texas, March 23-26, 1994); see RC 019 557.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Career Awareness; Community Resources; *Disabilities; *Education Work Relationship; Employment Opportunities; Middle Schools; *Parent Participation; *Parent School Relationship; Planning; Problem Solving; Rural Areas; Secondary Education; Special Education; *Transitional Programs

Although transition services and plans for youth with disabilities are mandated by age 16 by the Individuals with Disabilities Education Act, a need clearly exists to provide transition services before age 16. The literature documents the need for transition programs that develop problem-solving skills, career awareness, an interest in future planning, knowledge of how to access community resources, and family involvement. A transition planning program at a middle school in a rural community incorporates these elements. An initial survey of 101 employers, special education teachers, transition specialists, educational administrators, and adult service providers from rural Louisiana indicated a need for extensive parental involvement in transition planning. During the first year of the program, the teacher sent letters to parents to encourage participation. The teacher implemented a Transition Planning Unit designed to develop problem-solving skills, career awareness, an interest in future planning, and knowledge process; and (10) involve the parents in developing specific instructional goals and objectives. (LP)

ED 369 628 RC 019 598

Irby, Beverly J.; Brown, Genevieve
Establishing Partnerships among Women Executives in Rural School Districts.
PUB DATE- Mar 94
NOTE- 6p.; In: Montgomery, Diane, Ed. Rural Partnerships: Working Together. Proceedings of the Annual National Conference of the American Council on Rural Special Education (ACRES) (14th, Austin, Texas, March 23-26, 1994); see RC 019 557.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Career Planning; Elementary Secondary Education; Higher Education; Leadership Qualities; *Leadership Training; Management Development; Promotion (Occupational); *School Districts; Self Esteem; Sex Role; *Women Administrators
IDENTIFIERS- *Career Barriers; *Networking

Career attitudes, fears, and misconceptions were examined among 44 participants in a course designed to promote educational leadership skills among female administrators. About half of the participants surveyed worked at rural sites. Questions were related to barriers women face in attaining administrative jobs, suggestions for overcoming barriers, fears that women face related to becoming an administrator, plans for overcoming fears, networking, and mentoring. Results of questionnaires were analyzed in the context of existing literature on women in leadership roles. Almost all respondents indicated negative attitudes toward their own abilities and a lack of confidence that they could do the job successfully. Eighty percent of the women indicated misconceptions concerning career advancement techniques. Comments reflected a lack of awareness of career patterns of successful women and a narrow focus on obtaining more credentials, serving on more committees, and working harder to advance in their careers. All of the respondents viewed networking as critical to career advancement, and 66 percent indicated that they were members of a networking group. However, when asked to describe their specific networking group, 93 percent described groups and experiences that are not typical of networking related to career advancement. The survey establishes the need for developing a training course to promote effective educational leadership skills among women administrators. (LP)

ED 369 629 RC 019 599

Young, William F.
Intensive Family-Based Services Program: A Supportive Alternative to Out-of-Home Placement for Troubled Children and Their Families.
PUB DATE- Mar 94
NOTE- 9p.; In: Montgomery, Diane, Ed. Rural Partnerships: Working Together. Proceedings of the Annual National Conference of the American Council on Rural Special Education (ACRES) (14th, Austin, Texas, March 23-26, 1994); see RC 019 557. Map will not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

Association for Research in Science Teaching (Anaheim, CA, March 26-29, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; College Science; Computer Uses in Education; *Educational Change; Elementary Secondary Education; Higher Education; Modeling (Psychology); *Preservice Teacher Education; *Science Curriculum; *Science Instruction
IDENTIFIERS- Attitudes Toward Science; Preservice Teachers

Current literature suggests ways in which science education can be improved within schools; however, curriculum implementation based on current knowledge has not been achieved. The purpose of this study was to evaluate instruction designed to teach preservice science teacher education students content using techniques recommended by the reform literature to determine its effectiveness in preparing future teachers to teach science. Comparing pretest and posttest scores, there were significant changes in the students' (1) attitudes toward science, (2) sense of the relationship between science content and ways of learning, and (3) ratings of future computer usage in the classroom. There were no measured effects of the treatment on changing scores of tests, measuring reasoning patterns, problem solving skills, or overall ratings of certain teaching strategies. (PR)

ED 369 648 SE 054 354

Likhite, Vivek
Health Occupations Extended Campus Program.
PUB DATE- 30 Mar 94
NOTE- 49p.; Paper presented at the Annual Conference of the National Science Teachers Association (42nd, Anaheim, CA, March 30-April 2, 1994). One page (from the Evanston Hospital "News") will photocopy poorly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Exploration; *Health Occupations; High Schools; *Hospitals; *Partnerships in Education; School Business Relationship; *Science Instruction; Secondary School Science
IDENTIFIERS- Hands On Science

A Health Occupations Program designed as an integrated science course offers students at Evanston Township High School (Illinois) an opportunity to master science skills, content, and laboratory techniques while working and studying within local hospitals (the Evanston Hospital and St. Francis Hospital) as well as within their high school classrooms. Students must have completed a course in biology and must take a math and chemistry course in conjunction with the program. The first phase of this course (two days per week in the morning) involves students actually studying and participating within a hospital setting spending a total of 6 weeks per department in each of six areas of their choice. These departments include nursing, clinical laboratory, physical therapy, radiology, patient registration, respiratory therapy, blood gas laboratory, dietetics, central sterile services, and occupational therapy. Their instructors consist of the

To live in a multicultural world, students need to deal with stereotyping, learn about other cultures, and understand multiple perspectives. Especially appropriate for use by social studies and foreign language teachers, this unit puts the multicultural society of the United States in the context of the multicultural world. The unit covers nine lessons that each fit into a class period of less than 55 minutes. The methodology for the lessons includes the use of videotapes, reading, discussion, role playing, and research projects. The themes of the lessons are: (1) recognizing stereotypes of other cultures; (2) recognizing stereotypes within the United States; (3) counteracting stereotypes; (4) learning about other cultures; (5) continuing to learn about other cultures; (6) understanding Japanese and Mexican perspectives; (7) developing a dual perspective; (8) listening to multiple perspectives; and (9) "visiting" other cultures. Seven handouts and six teacher aids support the lessons objectives. (CK)

ED 369 669 SO 023 168

McCoy, Martha L., Ed.
Going to War? Bosnia and Beyond. A Study Circle Discussion Program.
PUB DATE- 93
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Conflict; Conflict Resolution; Decision Making; Discussion (Teaching Technique); Discussion Groups; Ethics; Higher Education; *International Relations; Problem Solving; Secondary Education; *Study Guides; *War; *World Problems
IDENTIFIERS- *Bosnia and Herzegovina; *Yugoslavia (Bosnia)

Designed to help people engage in constructive dialogue on whether the plight of the people of Bosnia calls for military intervention, the package provides the basis for three distinct and self-contained discussions that move conversation from general questions about what justifies the use of military force to specific questions about what to do in Bosnia. Session 1, "Are There Reasonable Grounds for War?" focuses on the ethical questions that arise when a nation considers military action. Brief text and four positions provide a starting point, and questions assist participant discussion. Section 2, "World Conflicts: Whose Responsibility?" present the post-Cold War debate over the role of the United Nations, the United States, and other nations in resolving world conflicts. Text and discussion questions aid participants in weighing various options. Session 3, "Bosnia: What Should Be Done? Who Should Do It?" lays out four options for intervention in Bosnia and provides the pros and cons to consider. This session includes a brief background piece on the history of the former Yugoslavia, leading up to the current conflict in Bosnia. Basic information on conducting a study circle follows the three sections. Descriptions outline a typical study circle, explain how to organize and lead a study circle, and provide suggestions for participants. A list of publications presents information on topical discussion programs and other resources from the Study Circles Resource Center. (CK)

ED 369 670 SO 023 198

Menton, Linda; Stender, Holoua
Hokule'a: A Guide to Educational Resources.

findings, concluding that schools are key to fostering the growth of creative visioning in students. (DK)

ED 369 689 SO 023 781

McWhinnie, Harold J.
The Use of the Computer in the School Art Program.
PUB DATE- 88
NOTE- 12p.; Paper presented at the Annual Meeting of the National Art Education Association (Los Angeles, CA, April 9, 1988).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Art; *Art Education; Art Teachers; *Computer Assisted Instruction; Courseware; Curriculum Development; Curriculum Enrichment; Educational Research; Elementary Education; Teacher Developed Materials; Teaching Methods
IDENTIFIERS- IBM HANDY

This document discusses the IBM project HANDY that uses an authoring language for the development of interactive teaching lessons. The paper describes a series of lessons that explored various aspects of color and motion in relation to general principles of basic design. The IBM language is designed so that teachers can write a script, create graphic images, and call upon a video disk, audio tapes, and music to create a drama of events on the screen. The language offers almost unlimited possibilities for the artist and designer. The computer becomes an electronic sketchbook, an essential artistic vehicle to state an idea, vary that idea, try all possible combinations of color, texture, and movement, and finally produce an almost endless series of variations on the basic theme. The output assumes many forms. With a color printer it can produce hard copy. A series of slides can be used as the basis for paintings for a sequence of images, which, when combined with text, can serve as the basis for book and story illustrations. The HANDY project has evolved over time and the essential focus changed. The strengths and weaknesses of HANDY as a language are discussed. One effective means of introducing computer based art and design programs into the schools would be in an art course for elementary teachers that would include an introduction to computer graphics. (DK)

ED 369 690 SO 023 782

Mason, Peter
The Role of the Independent Sector in a Modern Democratic Society. An European View.
PUB DATE- Feb 93
NOTE- 10p.; Paper presented at a Conference of Eastern European Educationalists (Copenhagen, Denmark, February 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Decentralization; *Educational Administration; Elementary Secondary Education; Foreign Countries; *Politics of Education; *School Based Management; School Choice; *School Organization; School Restructuring
IDENTIFIERS- Europe

This document discusses the shift in democratic countries toward the allocation of responsibility for the organization and control of education in the public system by decentralization

Ideas for using children's literature suggest ways to extend and enrich the elementary school social studies curriculum beyond the adopted textbook or scope and sequence developed in a local school district or at the state level. The focus of kindergarten through grade three is the study of family and communities and the acquisition of individual and group participation skills. Units for grades four and five emphasize U.S. history from its beginning to the present. Employing a similar organizational pattern the units for each grade level offer: (1) identified objectives to be accomplished using suggested trade books; (2) written objectives for use by teachers as behavioral outcomes for students; (3) activities for introducing the unit topic; (4) follow-up activities for teachers and students; and (5) a bibliography of recommended readings. Chapter 1 provides units for kindergarten, transition, and first grade with activities directed by the teacher. In chapter 2, second and third grade units suggest self-directed activities for various abilities. Chapter 3 presents units for fourth and fifth grade with more self-directed work. As progress is made through the grade levels, the higher cognitive levels of application, analysis, synthesis, and evaluation are used. (CK)

ED 369 709   SO 023 934

History Textbooks: A Standard and Guide. 1994-95 Edition.
PUB DATE- 94
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *History Textbooks; *Social Studies; Textbook Bias; *Textbook Content; *Textbook Evaluation; Textbook Preparation; Textbook Publication; Textbook Research; Textbook Selection; *Textbook Standards; United States History; World History

Based on expert review and research, this book provides an innovative standard and guide to social studies textbooks used in kindergarten through 12th grade classrooms for content, style, and design. The standards provide a foundation for individuals to select satisfactory textbooks and to help educators and school boards in the adoption of instructional materials. Chapter 1 addresses the problems of textbook content and style. Chapter 2 discusses the vast business of social studies publishing and the increased complexity of textbook packaging with the movement away from state-level adoption of textbooks. Chapter 3 focuses on the content of social studies textbooks with a comparison of past and present textbooks, a discussion of revisionism and reality, and a look at religion in textbooks. Chapter 4 examines the style and story of textbooks and finds that although the content of past textbooks may be flawed, the prose is superior to recent textbooks. Ideas on narrative, readability, vocabulary, instructional design, history, and style provide ways for textbooks to improve. Chapter 5 addresses the issue of format and proposes clarity and simplicity in technical design of books. Chapter 6 provides an outline to review textbooks for content and style and instructional activities and teacher guidance materials for usefulness. Chapter 7 includes an annotated list of the major U.S. and world history textbooks. (CK) well. TAC represents one variation of the PDS concept. Cadre members are engaged in several activities that reflect the guidelines for PDSs proposed by the Holmes Group, including collaborative research on problems of educational practice, shared teaching in college and school settings, and cooperative supervision of prospective educators. Reflection on the development of TAC since its inception in 1987 suggests a need for greater UNI faculty involvement and interaction with TAC members. Appendices illustrate the interrelationships of program components and TAC member leadership roles. (Contains 13 references.) (IAH)

ED 369 729   SP 035 027

National Network for Educational Renewal: Partner School Directory.
PUB DATE- Nov 93
NOTE- 154p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *College School Cooperation; Directories; Educational Change; Educational Objectives; Elementary Secondary Education; Higher Education; *Inservice Teacher Education; National Surveys; *Partnerships in Education; *Preservice Teacher Education; *School Restructuring; School Role
IDENTIFIERS- *National Network for Educational Renewal; *Partner Schools; Professional Development Schools

The National Network for Educational Renewal (NNER) has established partner schools in 13 states as part of the Professional Development School (PDS) approach simultaneously to renew schools and teacher education through cooperative programs between institutions of higher education and local school districts. Joint responsibility, on the part of participating higher education institutions and school districts for funding and governance of partner schools as well as collaborative planning of clinical experiences, is the hallmark of these schools. Although there are differences in the partner schools at different locations, they are all committed to the 19 Goodlad postulates, they share common beliefs and values which influence their approach to fulfilling the partner school mission, and they have agreed to 11 expectations which will guide their efforts. This directory was developed as a result of a 1993 survey of all NNER sites and provides profiles of partner schools affiliated with 15 NNER settings in 13 states. Profiles are organized by state and institution of higher education and include information on the following categories: local school name, grade levels, address, phone, principal, school district, contact information on the university representative, and a brief description of the scope of the mission. (IAH)

ED 369 730   SP 035 128

Fontenot, Robert
The Culture of School Violence.
PUB DATE- 93
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Black Students; Comparative Analysis; Cultural Differences; *Discipline Problems; Incidence; Institutional

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Environment; College Students; *Educational Environment; Experiential Learning; Foreign Countries; Grouping (Instructional Purposes); Higher Education; *Instructional Effectiveness; Lecture Method; Questionnaires; Seminars; *Student Attitudes; Teacher Effectiveness; *Teaching Methods; Tutoring
IDENTIFIERS- Australia; Queensland University of Technology (Australia)

This paper reports on the use of a semistructured but open-ended format to gather students' perceptions about the activities and behaviors they experience in different tertiary learning environments and the reasons why they feel the way they do. Tertiary students were asked to write about events they liked, did not like, felt helped their learning, and felt hindered their learning in six learning environments: large group lectures, small group lectures, seminars/tutorials, one-to-one teaching, practical settings on campus, and practical settings off campus. Subjects included 1,249 students at the Queensland University of Technology in Australia. Findings indicated that students like it when practical application or experiential learning occurs, presentations by the lecturer are clear, discussion of content occurs, class size is appropriate, and the classroom is personalized. Students do not like it when pacing of presentations is not appropriate, presentations are unclear, there is no variety in classroom presentation or activities, the class is not disciplined by the lecturer, and the content and discussion are not structured by the lecturer. There were strong links between what students like and what they claim helps them learn, and vice versa. Appendices contain the questionnaire format and a categorization of statements and reasons. (Contains 17 references.) (JDD)

ED 369 750 SP 035 191

Linking High Quality Teacher Preparation to Fundamental School Reform: The Philanthropic Role. A Report on a Consultation Sponsored by the BellSouth Foundation (Memphis, Tennessee, April 21, 1993).
PUB DATE- Oct 93
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Alternative Teacher Certification; Career Choice; *Change Strategies; *Consultation Programs; Educational Change; Elementary Secondary Education; Higher Education; *Partnerships in Education; *Philanthropic Foundations; *Preservice Teacher Education; Private Financial Support; Public Schools; School Restructuring; *Teacher Recruitment
IDENTIFIERS- BellSouth Foundation

This report documents a consultation held by BellSouth Foundation that examined new routes to the teaching profession, and the changing and emerging philanthropic role in stimulating potential teachers to embark upon nontraditional paths to the profession. Participants included state education officials, foundation officers, public school teachers and administrators, faculty from teacher training institutions, and representatives from certification agencies and nonprofit organizations. As background to the consultation, a commissioned study of alternative teacher education programs, titled "An Examination of Programs Enhancing Teacher Supply and Quality through Non-Traditional Routes" by Bruce Goldberg, was reviewed. Based on

Learning; Educational Practices; *Education Courses; Elementary Education; Graduate Students; Group Discussion; Higher Education; Microteaching; Preservice Teacher Education; Role Playing; *Special Needs Students; *Teacher Educators; Teaching Experience; Teaching Methods
IDENTIFIERS- Analytic Approach; *Case Method (Teaching Technique); Collaboration for Improvement of Teacher Educ; Jigsaw Method; Reflection Process

The purpose of this study was to create the portrait of a teacher educator implementing the case study method to determine what knowledge helps a teacher educator facilitate a case study discussion and what dilemmas teacher educators may encounter when teaching a case. Two portraits titled "Dealing With Discipline and Classroom Management Issues" and "Dealing with Special Needs Students" are presented. Each story is followed by a cross-case analysis of the teaching act. Through video and audio tapes of the teacher educator teaching a case, in-class observations, and reflective journals kept by both teacher educators and prospective teachers, insight was gained into the experience of teaching a case and the multiple tensions instructors may face as they prepare for and teach a case study. Results suggest cooperative learning and role playing as two strategies particularly suited to the teaching of cases. A jigsaw approach to teaching cases similar in theme enabled prospective teachers to conduct cross case analyses; cross case analyses provided an opportunity for prospective teachers to construct and test personal theories of teaching and learning; and role playing cases helped preservice teachers reflect on their personal theories of teaching and learning. Course syllabi are appended. (Contains 25 references.) (LL)

ED 369 769 SP 035 219

Greene, Myrna L.; Campbell, Cathy
Becoming a Teacher: The Contribution of Teacher Education.
PUB DATE- Sep 93
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Affective Measures; Attitude Change; *Change Agents; Context Effect; Education Majors; Elementary Secondary Education; Foreign Countries; Higher Education; *Individual Development; *Outcomes of Education; Program Attitudes; Program Effectiveness; *Program Validation; *Student Attitudes; Student Characteristics; *Teacher Education Programs; Teaching Experience
IDENTIFIERS- Alberta; *Preservice Teachers

The study described in this report explored the development of the professional perspectives of 12 students through all phases of their teacher preparation program in southern Alberta (Canada). The purpose of the study was to examine the process of "becoming a teacher" from the point of view of students "in process" and to examine the impact and effects of a teacher preparation program on these students' development. Data analysis and interpretation were based on observations, interviews, journals, and stimulated recall to identify and describe the thoughts, feelings, and actions of education majors as they progressed through the program. Professor and cooperating teacher behaviors and contextual elements which stimulated various responses in students were also identified. Findings indicated that students do change during their teacher education program and that the total program contributed significantly to the process of becoming a teacher. Students (a six-digit identification number assigned by the Test Collection); the title of the instrument; personal or institutional author; year of publication or copyright; availability source; grade level for which test is suitable; age level for which test is suitable; and abstract. Other information, which is provided when known, includes subtests, number of test items, and time required to complete the test. Information on accessing the Test Collection via Internet concludes the document. (RMB)

ED 369 788 TM 020 741

History. Annotated Bibliography of Tests.
PUB DATE- Sep 90
NOTE- 15p.; Supersedes November, 1988 edition.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Achievement; *Achievement Tests; Annotated Bibliographies; Basic Skills; Diagnostic Tests; Elementary Secondary Education; Higher Education; *History Instruction; *North American History; Student Evaluation; *Western Civilization; *World History
IDENTIFIERS- Canada; Test Bibliographies; Test Collection (Educational Testing Service)

The 17 tests cited in this bibliography are used to assess students' knowledge of world history, western civilization, and Canadian history. United States history is not covered by these tests. Many of the tests measure acquired knowledge of geography, history, government, art, literature, and the customs of different world civilizations. The tests are suitable for populations ranging from secondary grade level and up. This document is one in a series of topical bibliographies from the Test Collection (TC) at Educational Testing Service (ETS) containing descriptions of more than 18,000 tests and other measurement devices prepared by commercial publishers, teachers, educational institutions, professional associations, departments of education, counselors, etc. Each description contains the following basic information: TC Accession Number (a six-digit identification number assigned by the Test Collection); the title of the instrument; personal or institutional author; year of publication or copyright; availability source; grade level for which test is suitable; age level for which test is suitable; and abstract. Other information, which is provided when known, includes subtests, number of test items, and time required to complete the test. Information on accessing the Test Collection via Internet concludes the document. (RMB)

ED 369 789 TM 020 742

Home Economics Tests. Annotated Bibliography of Tests.
PUB DATE- May 91
NOTE- 31p.; Supersedes July, 1989 edition.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Basic Skills; Cognitive Tests; *Diagnostic Tests; Family Life; *Health Education; *Home Economics Skills; Occupational Home Economics; Secondary Education; Student Evaluation
IDENTIFIERS- Test Bibliographies; Test Collection (Educational Testing Service)

Most of the 44 tests cited in this bibliography assess the techniques. A sub-sample of 18 professors was interviewed using a semi-structured interview guide. Demographic data revealed that professors of educational research were over 75 percent male and that 85 percent received their degrees in a field other than educational research. These factors may contribute to lack of knowledge of feminist perspectives. The most frequently taught topics identified were consistent with earlier research and did not include feminist epistemology or feminist approaches to research. Ideas of gender in relation to research design and analysis were also lacking. None of the textbooks examined for the study mentioned feminist approaches to research or discussed gender as an issue in research methodology development. Regarding teaching techniques, 65 percent of those surveyed said they spent some time with their students discussing the students' attitudes toward research. The survey instrument is appended. (Contains 15 references.) (JB)

ED 369 345 HE 027 384

Gonzalez, Gerardo M., Ed.; Clement, Vonnie V., Ed.
Research and Intervention. Preventing Substance Abuse in Higher Education.
SPONS. AGENCY- Fund for the Improvement and Reform of Schools and Teaching (ED/OERI), Washington, DC.
PUB DATE- Apr 94
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Alcohol Abuse; *Campuses; College Environment; College Students; Data Collection; Drug Abuse; Educational Environment; Environmental Influences; *Higher Education; Models; Policy Formation; *Prevention; Program Effectiveness; *Research; Research Methodology; Research Problems; School Policy; *Substance Abuse; Surveys; Theories; Theory Practice Relationship
IDENTIFIERS- Substance Abuse Specialists in Higher Education

This publication presents four major research papers on college campus substance abuse prevention and research with reviews of the papers by practitioners in the substance abuse prevention field. Following a Preface and Introduction, the first paper is "Theories, Dominant Models, and the Need for Applied Research" by Gerardo M. Gonzalez. It examines the lack of theoretical models and theory-driven research in this area. The second paper is "Current Knowledge in Prevention of Alcohol and Other Drug Abuse" by Lewayne D. Gilchrist. This paper traces the development of current approaches to alcohol and drug abuse prevention and on the effectiveness of prevention programs for youth conducted during the last 30 years. The third paper, "The Influence of College Environments on Student Drinking" (George D. Kuh) summarizes research on environmental influences and suggests ways to create good environmental conditions. The last paper is "Assessing Collegiate Substance Abuse: Current Trends, Research Needs, and Program Applications" (Alan D.Berkowitz). This paper recommends basing survey assessment on theoretical frameworks and discusses recent attempts to standardize survey instruments and survey administration procedures. A final section offers responses by John H. Schuh ("Reactions from a Metropolitan Campus"), Bettye Ward Fletcher ("The Perspective of Historically Black Colleges and Universities"); M. Lee Upcraft ("Response from a Public University"); and William H. Barr and Judith M. Chambers ("A Private University Perspective"). Vonnie V. Clement offers "A Final Word." Each of

NOTE- 210p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Curriculum Development; *Developing Nations; *Educational Assessment; *Educational Needs; Educational Objectives; Educational Quality; *Engineering Education; Foreign Countries; Higher Education; Labor Needs; *Needs Assessment; Program Evaluation; Quality Control
IDENTIFIERS- *Africa (Sub Sahara)

This guide to assessing engineering education in Sub-Saharan Africa consists of three sections, covering: (1) assessment of qualitative and quantitative needs; (2) assessment of the engineering education institution in developing countries; and (3) methods of forecasting demand for engineers; assessment of the efficiency of engineering training institutions; questionnaires concerning students, staff, curriculum, examinations, research, buildings and equipment, libraries, and other topics in assessing engineering education institutions from a systems point of view; and methodologies for analyzing costs. The guide contains papers with the following titles and authors: "Different Methods of Assessment" (Malcolm Frazer); "Quality in Engineering Education" (John Sparkes); "Reviewing Quality" (Ton I. Vroeijenstijn); "Guidance for an Evaluation Committee" (T. P. Melia); "Internal Evaluation Methods" (John Dubbey); "Engineering Education for the Labor Market in Africa" (K. Koso-Thomas); "Methodology for Designing Engineering Curricula in a Developing Country" (Benjamin A. Ntim); and "Assessing Engineering Schools" (Manuel Zymelman). Appendixes contain questionnaires, cost formulas, and average and high values of occupational composition of industries. (References accompany each paper.) (JDD)

ED 369 365 HE 027 404

The Student Guide: Financial Aid from the U.S. Department of Education, 1994-95.
PUB DATE- 93
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Eligibility; *Federal Programs; Grants; Higher Education; *Income Contingent Loans; Information Sources; Loan Repayment; *Paying for College; *Student Financial Aid; Student Loan Programs; Student Responsibility; Student Rights; Work Study Programs

This guide tells about federal student aid programs for postsecondary education and how to apply for them. It begins by outlining sources for finding out about student aid, such as state higher education agencies, guidance counselors, and organizations connected with particular fields of interest. The guide offers tips on choosing a school carefully. It briefly outlines student eligibility in terms of financial need and dependency status, and reviews the application process and important deadlines. Various grants, work-study programs, and loans are then described, including Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, Federal Work-Study, Federal Perkins Loans, Federal Stafford Loans, Federal PLUS loans, and Federal Direct Student Loans. Borrower responsibilities and rights are highlighted. The guide

The educational potential accessible with the aid of international communications networks and computer-mediated communication was explored with Finnish secondary school students in an ethnographic study that also investigated gender differences and quality of education. Subjects were 108 students (46 males and 62 females) from six classes in three senior secondary schools with four teachers of English. Girls provided slightly more analytical comments than did boys, and more females than males appeared ready to commit themselves to a new kind of learning environment. Results suggest that when computer-mediated communication is introduced, attention should be paid to what each sex masters best in computing. Male interest in hardware could be fruitfully combined with girls' skills in word processing and their ability to exchange ideas in writing. Both sexes should have access to computing resources in their schools with electronic mail (e-mail) as a tool. An important finding is that males and females can enjoy working in a learning environment focused on computer-mediated communication. They can become deeply committed to working in an e-mail equipped cooperative and collaborative learning environment and can learn from each other and from interacting with the computer. Six charts present study findings, and four appendixes contain the two student questionnaires and their English translations. (Contains 108 references.) (SLD)

ED 369 384 IR 016 598

Bertrand, Andre
"Droit d'Auteur," "Copyright" and Neighboring Rights at the Crossroads.
PUB DATE- 18 Nov 92
NOTE- 19p.; Paper presented at a conference, "Reflection on the Role and Challenges of Copyright on the Eve of the Twenty-First Century" (Paris, France, November 16-18, 1992). Translation from the French.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advertising; Artificial Intelligence; Audiovisual Aids; *Authors; *Copyrights; Creative Activities; *Electronic Publishing; Fair Use (Copyrights); Foreign Countries; Futures (of Society); *Government Role; Information Dissemination; International Studies; Legal Problems; Legal Responsibility; Ownership; Photography; Publications; *Scientific and Technical Information; Technological Advancement; *Telecommunications
IDENTIFIERS- *Universal Copyright Convention

Although the concepts of "droit d'auteur" (author's right) and copyright derive from different traditions, they are nearly synonymous in that both protect original works of the mind against reproduction or representation made without consent of the author or the author's successors in title. Implications of the electronic age for both of these concepts are discussed, touching briefly on current issues which consider "droit d'auteur" and copyright with regard to: (1) copyright and scientific works, (2) advertising and copyright, (3) copyright and electronic systems for musical composition, (4) electronic publishing, (5) artificial intelligence, (6) problems specific to audiovisual works, and (7) the duration of protection under copyright. Among the neighboring, or similar, rights that will have to be redefined in the electronic age are the rights of performers and the right to one's own image as portrayed in photographs. Because the broad principles of the Universal

the administration can best achieve its goals. The following papers are included in this volume: "Balancing the Commercial and Public-Interest Visions of the NII" (Lewis M. Branscomb); "Information Infrastructure and Economic Vitality" (Craig I. Fields); "Sustainable Democracy" (Charles M. Firestone and Katharina Kopp); "Open Sesame! How to Get to the Treasure of Electronic Information" (Francis Dummer Fisher); "Competition in Local Telecommunications (Henry Geller); "Extending Universal Service through the NII" (Susan G. Hadden, for the Alliance for Public Technology); "The National Information Infrastructure Report: A Welcome Call to Action" (Allen S. Hammond, IV); "Assembling the Pieces" (Peter W. Huber); "Toward a National Telecommunications and Information Policy: A Development-Based Vision" (Heather E. Hudson); "The Promise of the NII: Universal Service is the Key" (Mary Gardiner Jones); "Networks, Standards, and Intellectual Property: The Fabric of Information Infrastructure" (Brian Kahin); "Building Open Platforms: Public Policy for the Information Age" (Mitchell Kapor); "Public Libraries, the Public Interest, and the National Information Infrastructure (NII): Expanding the Policy Agenda" (Charles R. McClure); "Philanthropy and the Agenda for Action" (Karen Menichelli and Andrew Blau); and "Create a Corporation for Public Network Applications: Beyond the Information Superhighway" (Eli M. Noam). (JLB)

ED 369 405   IR 054 984

Making Government Work: Electronic Delivery of Federal Services.
PUB DATE- Sep 93
NOTE- 188p.; Summary contained in chapter 1 is also bound separately.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; Change; Computer Networks; Cooperation; *Delivery Systems; *Federal Government; *Government Role; *Information Dissemination; Information Literacy; Information Networks; Program Implementation; Tables (Data); *Technological Advancement; Technological Literacy; Telecommunications; User Needs (Information)
IDENTIFIERS- *Electronic Media; *Government Information; Information Strategies; Office of Technology Assessment

This report, published in its entirety (OTA-TCT-578) and in a summary form (OTA-TCT-579) containing only the first chapter of the complete report, focuses on key topics and issues that are central to the successful use of electronic delivery by government. The review conducted by the Office of Technology Assessment concludes that the movement toward electronic delivery of government services is accelerating, but that many factors must be considered. The greatest risks of electronic delivery are overlooking the human element and users' needs, which would further widen the gap between the technologically literate and the technologically illiterate, and failing to capitalize on all the opportunities that partnerships among government agencies and the private sector could provide. Changes that will be required in federal management are outlined, and options for successful implementation of electronic delivery are sketched. Many rely on the amplification of existing structures. Five appendixes complement the complete report, including a list of the 11 boxes, 5 figures, and 22 tables that illustrate the discussion; and lists of acronyms and terms, contributors, field study participants, and contractor reports. The summary volume contains four tables and two boxes. (SLD)

NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Education; *College Curriculum; *College Transfer Students; Community Colleges; *Enrollment Trends; Higher Education; Predictor Variables; Remedial Instruction; Transfer Programs; Two Year Colleges; Vocational Education
IDENTIFIERS- *Transfer Rates (College)

A study was conducted to identify the curricular factors that contribute to variations in transfer rates. The study used data on community college liberal arts and non-liberal arts course offerings drawn from the Center for the Study of Community Colleges' (CSCC's) National Community College Curriculum Study and data on transfer rates from the CSCC's 1993 Transfer Assembly data. The sample for the study included the 64 colleges that participated in both CSCC research projects. Transfer rates were calculated for each college in the sample, and rates of ethnic student transfer were calculated when possible. The study involved correlation analyses between transfer rates and broad curricular categories, institutional size, and percentage of non-whites; and the contributions of disciplinary categories in predicting transfer rates. Study findings included the following: (1) the liberal arts were found to be positively related to the transfer rate; (2) of the six liberal arts disciplines, humanities and math and computer courses accounted for the most variance in transfer rates; (3) non-liberal arts curriculum had a negative relationship to transfer, a relationship especially apparent in the trade and industry discipline; (4) transfer was found to be both a direct function of student population changes and an indirect function of curricular changes stimulated by new student demands and needs; and (5) a negative relationship was found between total student transfer and the proportion of remedial courses offered. (Contains 22 references.) (AC)

ED 369 425   JC 940 194

Nuss, Elizabeth M.
Contemporary Campus Issues.
PUB DATE- 8 Apr 94
NOTE- 10p.; Paper presented at the Annual Convention of the American Association of Community Colleges (74th, Washington, DC, April 6-9, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Planning; Community Colleges; Cultural Pluralism; *Diversity (Institutional); *Educational Assessment; Educational Strategies; Futures (of Society); *Institutional Mission; Needs Assessment; *School Community Relationship; Student Needs; Two Year Colleges

Higher education is currently undergoing an era of low public confidence, waning commitment, and limited resources. For community colleges operating in this general context, several pressing issues can be identified. One is the need for colleges to agree on their institutional missions and priorities, determining to what extent developmental, general, transfer, and vocational preparation functions should be emphasized. Another related issue is the importance of responding to the changing values and expectations of students, as well as the changing requirements from federal, state, and local

Objectives; High Schools; *Labor Force Development; *Technical Education; Two Year Colleges; Vocational Education
IDENTIFIERS- *Tech Prep

Current education reform efforts show a lack of attention to the three out of four students currently in the educational system who are unlikely to ever earn baccalaureate degrees. The Tech Prep Associate Degree Program (TPAD) is aimed at preparing this neglected majority for the demands of a complex and shifting economy and improving teaching and learning. TPAD received funding under the Perkins Applied Technology and Vocational Education Act to: (1) provide planning and demonstration grants to consortia of high schools and community/technical colleges for development of four-year, (Grades 11-12-13-14) Associate Degree or Certificate programs; (2) provide comprehensive curricular links between high schools and community colleges emphasizing occupationally specific programs; and (3) combine knowing with doing in the teaching-learning process. Some 8 years later, the most successful TPAD efforts are exhibiting the following characteristics: the establishment of a cooperative partnership among high school and community college personnel; the regular involvement of employer and labor representatives; high expectations of students as well as applied academics curricula to help students reach these expectations. Early returns from schools that have fully implemented the TPAD program show a definite pattern of improved student learning. Unfortunately, the success of these programs have been nearly ignored in the new national school-to-work emphasis. TPAD should be a key focus of community colleges, as a way to provide a more cost-effective education and as part of a new definition of excellence. TPAD programs benefit students, employers, high schools, community colleges, communities, states, and the nation. (KP)

ED 369 442   JC 940 269

Faculty Ethics: Expanding the AAUP Ethics Statement.
PUB DATE- Apr 94
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Freedom; Cheating; *Codes of Ethics; *College Faculty; College Governing Councils; Community Colleges; Professional Development; *Teacher Responsibility; Two Year Colleges
IDENTIFIERS- California Community Colleges; *Faculty Ethics

In 1987, the Academic Senate for California Community Colleges (ASCCC) adopted a faculty ethics statement developed by the American Association of University Professors (AAUP) detailing faculty responsibilities to their disciplines, as teachers, as colleagues, and as members of academic institutions. To make the AAUP statement more relevant to community college faculty, the ASCCC has expanded upon the original document to focus on issues typically faced by community college faculty. The ASCCC statement expands the AAUP principles with respect to the following faculty responsibilities: (1) developing scholarly competence by pursuing professional development activities to keep abreast of their disciplines; (2) maintaining honest academic conduct and clearly communicating to students strict standards against cheating, copying, or other academic dishonesty; (3) insuring cultural and gender sensitivity and respecting students as individuals; (4) encouraging the free pursuit of learning by securing student access and success; (5)

state agencies to reverse the decline of Pell Grant funding. Community college student leaders are building the framework for a state and national network in the American Student Association of Community Colleges (ASACC). ASACC seeks to help students develop and expand leadership skills through networking and hands-on organizational experiences and to give the colleges a strong and cohesive citizen-consumer voice. (AC)

ED 369 460 JC 940 291

Hemby, Gene
Effective Methods of Recruiting Occupational Students in the North Carolina Community College System.
PUB DATE- 91
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College School Cooperation; Community Colleges; *Nontraditional Students; *Student Recruitment; Two Year Colleges; *Two Year College Students; Vocational Education
IDENTIFIERS- *North Carolina Community College System; *Recruiter Role

Designed for community college vocational/technical education teachers and recruiters, this manual recommends several approaches to student recruitment that have proved effective by instructors and recruiters throughout North Carolina. Part I discusses the AIDA (Attention, Interest, Desire, and Action) recruitment formula, which offers a step-by-step approach to dealing with initial contacts with prospective students by focusing on their interests and desires and the benefits that completing the program can bring them. Part II recommends that community college instructors work with Industry Education Coordinators (IEC's) at local high schools, making sure that IEC's have up-to-date information about college programs and, through IEC's, working with academic teachers at the high schools to sell the college program. Part III recommends ways that recruiters can become personally involved with high school personnel and keep their programs visible. Part IV focuses on recruiting non-traditional students by visiting workplaces, establishing working relationships with personnel officers, targeting high school equivalency program students, and participating in community events. Concluding comments emphasize the importance of face-to-face communication. Sample recruitment letters are appended. (KP)

ED 369 461 JC 940 292

Dougherty, Kevin J.
The Contradictory College: The Conflicting Origins, Impacts, and Futures of the Community College.
PUB DATE- 94
NOTE- 365p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Curriculum; *College Outcomes Assessment; College Role; *Community Colleges; *Curriculum Development; *Educational History; Educational Research; Outcomes of Education; *Student College Relationship; Two Year Colleges;

seen in the development of early literacy through role play. (AC)

ED 369 478   PS 021 833

Brostrom, Stig
A Crosscultural, Ethnographical and Comparative Study of One Danish and One American Kindergarten Plus the Psychological Development of These Danish and American 6 Year Old Children.
PUB DATE- Dec 92
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Childrens Games; Comparative Education; Cross Cultural Studies; Educational Theories; Ethnography; Foreign Countries; *Interpersonal Competence; *Kindergarten; Kindergarten Children; Learner Controlled Instruction; *Play; Primary Education; *Social Development; Student Motivation; Teacher Role
IDENTIFIERS- *Denmark; Developmentally Appropriate Programs; *United States

Drawing from a comparison of Danish and American kindergarten students, a review of theories of child activity, and action research, this report outlines several principles for pedagogical practice among 5- and 6-year-old children. The report first focuses on the crosscultural, ethnographic, and comparative study of Danish and American kindergartens, including information on the study's background, the research problem and basis, educational styles in the two classrooms studied, activities initiated by teachers and children, and mediating factors. The next sections profile Danish and American kindergarten students' psychosocial development, covering their learning motivation, social competence, and ability to work cooperatively. Next, theories underpinning action research carried out by three early childhood education teachers, followed by a description of several play activities developed by the teachers to overcome the deficiencies of American teacher-controlled, "academic," direction instruction and Danish child-controlled, "developmentally appropriate" practice. These activities include frame play, a play activity in which teachers and students plan the content, setting, framework, rules, and possible plots and actions together; the use of symbols and models; and the action model, in which children plan, carry out, and control activities independently. Finally, the educational principles are presented and recommendations are made that kindergarten activities should fall between pure play and formal learning activities. (AC)

ED 369 479   PS 021 841

Carlson, Helen L.; Stenmalm-Sjoblom, Lena
Improving Teacher Education through International Cooperation and Partnership.
PUB DATE- Jul 92
NOTE- 21p.; Paper presented at the Meeting of the International Council on Education for Teaching (Paris, France, July 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Action Research; Comparative Education; Early Childhood Education; Educational Assessment; Foreign Countries;

DESCRIPTORS- Cognitive Mapping; *Language Acquisition; *Prepositions; *Preschool Children; Preschool Education; *Sentence Structure; *Verbs
IDENTIFIERS- Transitivity; Word Learning

This study examined children's acquisition of language by means of correlating spoken words and observed objects and actions. The common sense view of word learning via observation applies easily to learning nouns for objects, but becomes problematic in the process of learning verbs. When they encounter novel verbs applied to observed situations, children are able to infer meaning using cues from word order and may be able to infer meaning using cues based on the transitivity of the verb and on the preposition that is used with the verb. In two experiments, 3- and 5-year-old children were shown videos of novel agent-patient and donor-recipient actions, along with descriptive sentences that contained transitive and intransitive nonsense verbs, and nonsense verbs with the prepositions "from" and "to." Then the children were asked to identify the agents of the actions. Found that, for agent-patient events described by sentences with transitive verbs, children were able to identify the agent almost all the time, but for agent-patient events described by sentences with intransitive verbs, children were able to identify the agent only about half the time. (ME)

ED 369 498 PS 021 995

Garde a l'enfance: Etude sur la remuneration et les conditions de travail dans le domaine de la garde a l'enfance au Canada. Rapport final (Caring for a Living: A Study on Wages and Working Conditions in Canadian Child Care. Final Report).
PUB DATE- 92
NOTE- 208p.; For English version, see PS 021 398.
LANGUAGE- French
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Administrator Attitudes; *Child Caregivers; *Day Care Centers; Early Childhood Education; Educational Background; Employment Practices; Foreign Countries; Job Satisfaction; National Surveys; Occupational Mobility; Preschool Children; Questionnaires; Student Characteristics; Tables (Data); Teacher Characteristics; *Wages; *Work Environment
IDENTIFIERS- *Canada

Between November 1990 and August 1992, a study examined wages and working conditions of child care staff in both licensed group centers and family day care homes in Canada. Three instruments were developed for the study, a short telephone interview for center directors, a follow-up director's questionnaire, and a staff questionnaire. The study gathered data on staff demographic characteristics, wages, educational background, child care experience, benefits and working conditions, occupational mobility, professional orientation, recommendations for the child care field, job satisfaction, turnover rates, and reasons for leaving the field; and data on staff replacement, center demographics, and issues of hourly wages. Simple random sampling was used to select most provincial samples, and responses were received from 52% of the 969 centers sampled. Study findings included the following: (1) child care staff entered the field because of their care and concern for children; (2) child care is a predominantly female occupation, and the wages paid average $9.60 per hour; (3) almost 70% of staff working in early childhood education have a policy are listed. Five appendixes provide copies of the evaluation criteria, rating scales, the teacher interview form, the teacher survey form, and mean ratings. (MDM)

ED 369 518 PS 022 238

Child Day Care Center Licensing Study, 1994.
PUB DATE- Jan 94
NOTE- 200p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Administrative Policy; *Certification; *Child Caregivers; *Day Care Centers; Early Childhood Education; Employment Qualifications; Facilities; National Surveys; Personnel Management; School Safety; State Legislation; *State Standards; Teacher Student Ratio
IDENTIFIERS- Background Checks (Employment); Child Safety; *State Regulation

An update of information first compiled by the Children's Foundation in 1991 and updated in 1993, this 1994 day care licensing study presents the results of a survey of the regulatory offices of the 50 states, the District of Columbia, Puerto Rico, and the Virgin Islands. Following a summary of results in question-answer format, the entries for each state are organized into 24 categories: (1) number and definition of regulatory categories; (2) requirements; (3) regulations; (4) unannounced inspection policy; (5) complaint procedure; (6) staff qualifications; (7) staff prescreening; (8) staff training; (9) child documentation policy; (10) child immunization policy; (11) discipline policy; (12) emergency medical consent policy; (13) swimming pool policy; (14) transportation policy; (15) infant care programs; (16) overnight care programs; (17) school age care programs; (18) sick child care programs; (19) subsidized child care programs; (20) programs for children with disabilities; (21) National Life Safety Fire Code; (22) child abuse and neglect; (23) local contacts; and (24) pending legislation. The person supplying the information is also listed for each state. The study concludes with a list of regulatory offices for each state and members of the board of directors of the Children's Foundation. (HTH)

ED 369 519 PS 022 240

Educare in Europe. Report of the European Child Care Conference (Copenhagen, Denmark, October 1992).
PUB DATE- 94
NOTE- 152p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Cognitive Development; Comprehensive Programs; *Early Childhood Education; *Educational Change; *Educational Quality; Family Environment; Foreign Countries; Learning Processes; Student Centered Curriculum; Teacher Education; *Young Children
IDENTIFIERS- Developmentally Appropriate Programs; *Educare; *Europe; Integrated Services; Italy (Reggio Emilia)

This collection of eight essays examines the current and future status of early childhood education and care (educare), focusing on Europe but also addressing issues applicable to the wider world. The essays are: (1) "Early Childhood Intervention: An Overview of Practice North and South" (John Bennett); (2)

ED 369 539 PS 022 300

Polland, Mark
The Evaluation of Creative Behaviors.
PUB DATE- 94
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Ability; Creative Thinking; *Creativity; *Creativity Research; Creativity Tests; Cultural Differences; Individual Development; *Interdisciplinary Approach; *Misconceptions; Models; Self Motivation; Social Environment
IDENTIFIERS- Torrance Tests of Creative Thinking

This paper examines the nature and evaluation of creative behavior, tracing the origins of creativity research and developing an interdisciplinary framework for such research. The first part of the paper is devoted to identifying the nature of some common misconceptions regarding the nature and evaluation of creative behaviors, and tracing their historical origins. It is argued that the currently accepted model for evaluating creative behavior, the Torrance Tests model, is misleading, culturally biased, and inhibitory of the very behavior that it attempts to measure. The second section focuses on an alternative approach toward the study of creative behavior that draws on research in developmental psychology, cognitive science, anthropology, behavioral science, and neurology. This approach, expressed most clearly in the work of T. M. Amabile, asserts that people will be most creative when they feel motivated primarily by the interest, enjoyment, satisfaction, and challenge of the specific task and not by external pressures. Creativity is best conceptualized not as a personality trait or a general ability but as a behavior resulting from particular constellations of personal characteristics, cognitive abilities, and social environments. Contains 135 references. (MDM)

ED 369 540 PS 022 301

Holmes, C. Thomas; McConnell, Barbara M.
Full-day Versus Half-day Kindergarten: An Experimental Study.
PUB DATE- Apr 90
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; Comprehension; *Full Day Half Day Schedules; *Individual Differences; *Kindergarten; *Kindergarten Children; Language Skills; Mathematics Skills; Primary Education; Sex Differences
IDENTIFIERS- California Achievement Tests

This study examined differences between 326 students enrolled in a full-day kindergarten program and 311 students in a half-day program. Data were obtained from six measures of academic achievement from the California Achievement Tests, administered in the spring. Results indicated no significant differences between the two groups on four measures of academic achievement--visual recognition, sound recognition, vocabulary, and language expression. Significant differences were found on two provide opportunities for business leaders to forge new partnerships with policymakers and health and education professionals interested in developing collaborative solutions to maternal and child health related problems; and (4) promote the development of blueprints for action that can be initiated at the federal, state, and local levels on behalf of families. This report begins with an overview of the health status of the nation's children, pregnant women, and families, and its impact on businesses' bottom line. A discussion of the importance of collaboration between business, health and education professionals, and policymakers in addressing the needs of children and families follows. A summary of a panel discussion between business, health, education, and public policy representatives who are on the "front lines" of work and family issues is then presented. The report concludes with a blueprint for action derived from the summit's afternoon working session and a call to action based on the remarks of author and economist Sylvia Ann Hewlett. The report includes profiles of companies making a difference for families, the summit agenda, the host organizations, and 34 references and endnotes. (TJQ)

ED 369 560 PS 022 345

Kivinen, Osmo; Rinne, Risto
Teachers and the Education of the People: Elementary School Teachers and Images of Citizenship in Scandinavia during the 19th and 20th Centuries.
PUB DATE- Apr 94
NOTE- 29p.; Paper presented at the Annual Meeting and Exhibit of the American Educational Research Association (75th, New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizenship; Citizenship Education; Educational History; Elementary Education; *Elementary School Teachers; Federal Legislation; Foreign Countries; Government Role; *Social Change; Social History; Social Influences; *Teacher Education; *Teacher Role
IDENTIFIERS- *Finland; Russia; *Scandinavia

This paper explores the historical formation of the teaching profession in Scandinavia in the 19th and 20th centuries, with special reference to developments in Finland. It focuses on the process by which mass education has assigned teachers a crucial role in the initiation ceremonies characteristic of modern society in relation to changing models of citizenship. It examines: (1) the role of the state in Scandinavian society; (2) the role of education in culture; (3) the teacher as the model of the fully enfranchised citizen; (4) the role of parish clerks and schoolmasters as the antecedents of elementary school teachers; (5) the emergence of professionally-trained elementary school teachers in the mid-19th century; (6) the evolution of teacher training and selection; (7) changing models of citizenship in Finland and Scandinavia; and (8) explanations of the changing role of teachers in Scandinavia. Contains 65 references. (MDM)

ED 369 561 PS 022 346

Roberts, Robbie B.
Nurturance of Infant and Toddler Language: Verbal Interactions in the Home Setting.

Asian-Americans represent more than 29 distinct subgroups who differ in language, religion, and customs. In addition to these between-group differences, diversity exists within national groups and among individuals. Nevertheless, Asian-Americans are generally stereotyped as successful and high-achieving minorities. The "whiz kid" image of Asian-American students that is described in popular and professional literature is a misleading stereotype that masks individuality and conceals real problems. In reality, for many Asian-American students, the challenge of American schooling can be overwhelming. Some students have learning difficulties and some lack motivation, proficiency in English, or financial resources. Teachers can better understand their Asian-American students by understanding how some general cultural characteristics of Asian cultures impact their students' experience of American schooling. For example, Asian-American children may be confused by the informality that exists between teachers and students in America, and may feel considerable distress if attention is drawn to themselves in class. When developing curriculum and instruction that is culturally sensitive and methodologically adaptable to the needs of Asian-American students, teachers should: (1) familiarize themselves with the values and customs of their students' cultures; (2) learn a few words of their students' native languages; (3) base academic expectations on individual ability rather than on stereotypes; (4) use peer teaching; (5) utilize students' natural support system, including family, friends, and the community; and (6) encourage Asian parents to work with one another. (BC)

ED 369 578   PS 022 492

Wallach, Lorraine B.
Violence and Young Children's Development. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 94
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Child Development; Childhood Attitudes; Child Rearing; *Community Problems; Early Childhood Education; Elementary Education; *Elementary School Students; Family Environment; Interpersonal Competence; Parent Child Relationship; *Preschool Children; Victims of Crime; *Violence
IDENTIFIERS- *Child Safety; ERIC Digests; *Resilience (Personality)

This digest examines the developmental consequences for children who are the victims of or witnesses to family and community violence. A baby's ability to trust depends upon the family's ability to provide consistent caregiving, which is compromised when the infant's family lives in a community racked by violence. When they reach toddlerhood, children need to practice skills such as jumping and climbing. However, children who live in violence-ridden communities are often confined to indoor quarters that hamper their activities. When they reach the preschool years, young children may not be able to venture outside the family because they are prevented from going out to play. During the school years, community and family violence takes a high toll on children's development. Children whose energies are drained through worry about violence have difficulty learning in school, and the cognitive functioning of children traumatized by violence can be compromised. Children

NOTE- 11p.; In: Montgomery, Diane, Ed. Rural Partnerships: Working Together. Proceedings of the Annual National Conference of the American Council on Rural Special Education (ACRES) (14th, Austin, Texas, March 23-26, 1994); see RC 019 557.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Disabilities; Elementary Secondary Education; Higher Education; *Mainstreaming; *Preservice Teacher Education; Pretests Posttests; *Regular and Special Education Relationship; Special Education; *Student Teacher Attitudes
IDENTIFIERS- Attitudes toward Disabled; *Knowledge Base for Teaching; *University of Utah

The literature indicates an increase over the past decade in the number of states that require special education coursework for preservice general education teachers. This paper focuses on one course and one project at the University of Utah that attempt to promote collaboration among regular and special educators. The course, Educational Partnerships: Serving Exceptional Students, provides a fundamental understanding of exceptionalities, mainstreaming techniques, and professional collaboration. In the federally funded project, Site-based Transdisciplinary Educational Partnerships (STEP), students in four education departments engage in collaborative activities during two academic quarters while working with at-risk or disabled students in the public schools. A questionnaire covering demographic information, attitudes toward mainstreamed students, and perceptions of own knowledge about and ability to work with disabled students was administered to 35 elementary majors taking the Educational Partnerships course (SPED) and 9 education majors in the STEP project before and after their coursework. A third group of 14 secondary school majors not required to take special education coursework was given only a posttest. A significant gain from pretest to posttest for the total instrument was achieved by the SPED group, but not by the STEP group (which may have experienced a "ceiling" effect due to higher pretest scores). Both SPED and STEP groups showed significant increases at posttest in skills and knowledge base. There were no differences among the three groups in attitudes toward mainstreamed disabled students. (Contains 13 references.) (SV)

ED 369 595 RC 019 565

Werner, Judy
Reaching Out to the World: Training Teachers To Integrate Telecommunications into Special Education Classrooms.
PUB DATE- Mar 94
NOTE- 8p.; In: Montgomery, Diane, Ed. Rural Partnerships: Working Together. Proceedings of the Annual National Conference of the American Council on Rural Special Education (ACRES) (14th, Austin, Texas, March 23-26, 1994); see RC 019 557.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Autoinstructional Aids; *Computer Uses in Education; Educational Technology; Elementary Secondary Education; Higher Education; *Inservice Teacher Education; *Rural Education; *Special Education Teachers; Staff Development; *Technological Literacy; *Telecommunications
IDENTIFIERS- Internet; West Virginia

Rural special education teachers frequently are distant from of community resources. Parent involvement was actively encouraged throughout the program. Activities during the first and second year included a speakers bureau on various careers, student projects on a particular career, a role-play of job interviews, a rating by students and parents of each student's work-related characteristics, community-based field trips, and a career awareness week. Student and parent outcomes are listed. (KS)

ED 369 612   RC 019 582

Minner, Sam; Prater, Greg
Preparing Special Educators for Work in Rural Areas: Two Field-Based Programs That Work.
PUB DATE- Mar 94
NOTE- 8p.; In: Montgomery, Diane, Ed. Rural Partnerships: Working Together. Proceedings of the Annual National Conference of the American Council on Rural Special Education (ACRES) (14th, Austin, Texas, March 23-26, 1994); see RC 019 557.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Education; American Indian Reservations; Anglo Americans; *College School Cooperation; *Cross Cultural Training; Elementary Secondary Education; *Field Experience Programs; Higher Education; Hispanic Americans; *Navajo (Nation); Preservice Teacher Education; Rural Education; Special Education; *Special Education Teachers; Teacher Shortage
IDENTIFIERS- Native Americans; Northern Arizona University

In response to a problem in recruiting and retaining special education teachers on the Navajo Reservation, the Rural Special Education Project (RSEP) was designed to prepare special education teachers to deliver quality services to Navajo children with handicapping conditions. The RSEP is a partnership between Northern Arizona University and the Kayenta Unified School District (KUSD) in Kayenta, Arizona. The 18 students selected for the RSEP for the 1992-1993 academic year included 9 Navajo, 1 Hopi, and 8 Anglo students. All Native American participants were employed by KUSD as teacher aides. Anglo students resided in apartments owned by KUSD for the entire school year. Each morning, Anglo participants worked four hours in regular classrooms that employed a full-inclusion model, while Native American participants worked at their teacher aide jobs. All RSEP participants attended teacher preparation classes in the afternoon. Topics discussed were related to the students' experiences in the classroom. A cross-cultural counselor met with students monthly to discuss personal and professional stresses. Navajo participants hosted non-Navajo participants in social and cultural events. The Rural Multicultural Training Collaborative, begun in 1993, is similar to the RSEP but also includes Hispanic participants and Spanish immersion in Mexico for Anglo participants. (KS)

ED 369 613   RC 019 583

Bartlett, Cheryl R.; And Others
Developing Medical and Educational Partnerships in School Settings To Meet Health-Related and Educational Needs of Students Who Are Medically Fragile: How Can Rural Schools Catch That Elusive Rainbow?
PUB DATE- Mar 94
NOTE- 9p.; In: Montgomery, Diane, Ed. Rural Partnerships: Working

(150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; Child Advocacy; Child Welfare; Coordination; Cost Effectiveness; *Family Counseling; Family Problems; *Family Programs; Foster Care; Intervention; *Problem Children; Rural Areas
IDENTIFIERS- *Dysfunctional Family; *Georgia (Southeast)

Since 1985 the Southeast Regional Troubled Children's Committee (SERTCC) has formed local committees and promoted interagency collaboration to serve troubled children and their families in 24 counties in southeast Georgia. SERTCC provides intensive family-based services within the homes of dysfunctional families for 12 weeks, with the goal of keeping families together and preventing out-of-home placement of children. In the past 7 years, 203 children and 848 family members have been served through the program. The program has been successful in keeping 80 percent of children in the home and family units intact. Additionally, the cost of intensive family-based services is significantly lower when compared to intermediate care placement and intensive care placement. The goals of SERTCC include ensuring appropriate case resolution and staffing at the local and regional levels, developing effective policies and procedures, developing or facilitating a continuum of community resources to meet the needs of troubled children and their families, supporting services to children through age 22, and increasing the responsiveness of various agencies to the needs of children and their families through staff development and staff training. Includes recommendations for implementing an intensive family-based service program, a map of the area served by SERTCC, and client statistics from 1987-1993. (LP)

ED 369 630 RC 019 600

Kimball, Sarah L.
The Influence of Lead Exposure and Toxicity to Children's Neurological Development and School Performance.
PUB DATE- Mar 94
NOTE- 10p.; In: Montgomery, Diane, Ed. Rural Partnerships: Working Together. Proceedings of the Annual National Conference of the American Council on Rural Special Education (ACRES) (14th, Austin, Texas, March 23-26, 1994); see RC 019 557.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Child Development; *Child Health; Children; Cognitive Development; Elementary Secondary Education; Intervention; *Lead Poisoning; *Neurological Impairments; Poisons; *Prevention; *School Role; Special Health Problems

This report discusses the effects of lead exposure and toxicity on children's cognitive development and school performance and addresses the role of schools in prevention of lead poisoning. Sources of lead exposure include mining, smelting and refining activities, lead paint, leaded gasoline, and industrial emissions. The results of lead poisoning are most often dealt with in school systems where, in some cases, over 50 percent of students in special education classes are lead poisoning victims. Although lead can affect every system in the body, the major organ systems affected are the central nervous system, the blood system, and the kidneys. Lead poisoning is manifested in neuropsychological problems, cognitive impairments, and behavior problems. A review of recent studies on children exposed to lead indicates deficiencies in both development and cognitive functioning. Exposure pathways of lead include professional hospital staff. The second phase of this course (3 days per week in the morning) involves classroom work at the high school. Materials covered at this time reinforce that which is covered in the hospital with added topics such as medical ethics, medical careers, history of medicine, and the disease process. Their instructors consist of the high school professional staff. This course offers opportunities for community resources to interface directly with the high school student and its curriculum. Science integration (physics, chemistry, and life science) is achieved through the variety of areas available to the student both in a nontraditional setting, the hospital, as well as in a traditional classroom setting. The following materials are included: (1) courses objectives; (2) agreement hospital/high school; (3) agreement student/parent; (4) program rules and regulations; (5) student expectation form; (6) hospital rotation procedures; (7) evaluations of student performance; and (8) student responses regarding their program experiences. (ZWH)

ED 369 649   SE 054 356

Mason, Diana; Crawley, Frank E.
Differences between Algorithmic and Conceptual Problem Solving by Nonscience Majors in Introductory Chemistry.
PUB DATE- Mar 94
NOTE- 31p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (67th, Anaheim, CA, March 26-28, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Algorithms; *Chemistry; Concept Formation; Educational Research; Higher Education; *Introductory Courses; *Nonmajors; *Problem Solving; *Science Instruction; Scientific Concepts; Teaching Methods

The purpose of this investigation was to identify and describe the differences in the methods used by experts (university chemistry professors) and nonscience major introductory chemistry students, enrolled in a course at the university level, to solve paired algorithmic and conceptual problems. Of the 180 students involved, the problem-solving schema of 20 novices were evaluated using a graphical method to dissect their think-aloud interviews into episodes indicative of solutions to paired problems on density, stoichiometry, bonding, and gas laws. These interviewed novices were classified into four different problem-solving categories (high algorithmic/high conceptual, high algorithmic/low conceptual, low algorithmic/high conceptual, and low algorithmic/low conceptual). Results of these comparisons indicated that there is an indirect relationship between a subject's ability to solve problems, and the time and number of transitions required. As the subjects' ability to solve both algorithmic and conceptual problems improved, less time and fewer transitions between episodes of the problem-solving schema were required to complete the problems. Algorithmic-mode problems always required more time and a greater number of transitions for completion than did conceptual-mode problems, but algorithmic-mode problems were more frequently solved correctly. (Author)

ED 369 650   SE 054 358

Barrow, Lloyd H.; Smith, Coralee S.

PUB DATE- 90
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adventure Education; Annotated Bibliographies; Educational Resources; Elementary Secondary Education; *Geography Instruction; Instructional Materials; Local History; Social Studies; *State History
IDENTIFIERS- *Hawaii; Hawaiian Studies; *Hokulea; Polynesians

This document consists of an annotated bibliography that lists published educational materials for children and young people about the sailing canoe "Hokule'a" and such related topics as Polynesian canoes, migration, and wayfinding. It lists curriculum materials as well as selected tradebooks, periodical articles, films, and videotapes. The list was compiled for teachers, librarians, counselors, "kupuna," coaches, scout leaders, "kumu hula," and others who work with school children and young people. Each note includes the item's location and its call number. The first section lists books and contains 16 entries. The next section is for periodicals. It contains six entries, five of which are articles from National Geographic Magazine. The third section gives audio visual resources. This part has 14 entries, 13 of which deal with the voyages of the Hokule'a. The other film is a documentary tracing the routes of the early ancestors of the Polynesians using evidence from linguistics, archeology, and botany. The final section is a directory of libraries and other educational agencies. Nine libraries in Hawaii are listed with their addresses and telephone numbers. Seven other educational agencies are listed, four of which are units of the Hawaii Department of Education. (DK)

ED 369 671 SO 023 262

Moonsammy, Rita Zorn
Passing It On--Folk Artists and Education in Cumberland County, New Jersey.
SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.
PUB DATE- 92
NOTE- 202p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art; Art Appreciation; Art Education; *Artists; *Cultural Awareness; *Curriculum Enrichment; Elementary Secondary Education; Experiential Learning; *Folk Culture; *Instructional Materials; Local History
IDENTIFIERS- New Jersey (Cumberland County)

This New Jersey Folk Artists in Education program brings community educators together with professional educators to enrich students' appreciation of their own and others' traditional cultures at the same time as they develop basic skills. The life stories of nine folk artists and their communities, as well as the stories of how they work together with their professional partners in the classroom, provide opportunities to explore informal learning situations as a supplement to formal learning. Following a description of the Cumberland County (New Jersey) Folk Artists in Education model and an overview of Cumberland County history, the next nine sections focus on the folk artists: (1) Sunkie Oye, Japanese-from the center to the local community and beyond, to the governing bodies of individual schools, and to the parents who are represented on school councils. This kind of devolution is just part of a virtual revolution in established thinking about the balance of power and responsibility in democratic communities. It involves abandoning the concept of the "granny" state, that controls and organizes every facet of daily life in the interests of its citizens and substituting for it the principle of subsidiarity, under which responsibility rests wherever practicable at the lowest possible instance. The paper identifies four elements that determine the size and composition of the independent sector in a country, the degree of autonomy and effectiveness actually enjoyed by schools in it and the freedom of parents to choose: (1) the existence of constitutional and legal guarantees of the rights of parental choice and freedom of belief and association; (2) the combined effects of the nature and extent of direct subsidy from public funds and of indirect subsidy through the free provision of public services and taxation relief, and the nature and extent of legislation for the control of buildings, attendance, admissions, curricula, etc.; (3) the amount of indirect aid to parents and schools; and (4) the historical interplay of educational patterns and social mores. (DK)

ED 369 691 SO 023 791

McWhinnie, Harold J.
The Development of a Psychological Aesthetic: Jay Hambidge & Charles Henry.
PUB DATE- 91
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art; *Art Education; *Art History; *Artists; Higher Education; Interdisciplinary Approach; *Mathematics
IDENTIFIERS- Golden Section; *Greek Theory; *Hambidge (Jay); Hambidge (Mary Crovatt); Henry (Charles)

This article reviews several movements in late 19th and early 20th century art and psychological research that are related to the early Greek method of proportional analysis generally known as the Golden Section. The document discusses the work of the artist Jay Hambidge on the nature of Greek art and design and his theory of dynamic symmetry. Hambidge and his wife, Mary, have been neglected by art historians because their efforts have not been seen as part of a larger development within the history of the modern movement. The view of Plato that states that mathematical objects are intermediate between the ideas and the sensible world, reflect eternal relationships, and are separate from the external world, is contrasted to that of Aristotle that while mathematical objects are intermediate between ideal being and the sensible world, they cannot be deducted from an analysis of being, and have no separate existence. Interrelationships between art and science that can be related to the newest developments in science, computer graphics, and computer assisted design are examined. Relativity is seen as complex not because of the mathematics, but because of its novelty in providing a simpler view of the world. The emphasis of this research is on the continuity of research and ideas in the arts as well as the sciences from the past to the present. The second part of the document discusses the work of Charles Henry in the field of empirical or psychological aesthetics. (DK)

ED 369 710 SO 023 942

The Status of Social Studies in Louisiana Schools.
PUB DATE- 93
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; *Curriculum Evaluation; Curriculum Guides; Elementary Secondary Education; Enrollment; *Program Evaluation; *Social Studies; State Boards of Education; State Legislation; State Standards; Teacher Certification
IDENTIFIERS- *Louisiana

This report concerning the Louisiana social studies program begins with the process of analyzing and evaluating the current state of affairs in social studies education with a view toward reform. After the introduction, general sections follow to define social studies and to provide a historical and philosophical perspective on the social studies. More specific sections cover the State Constitution and statutory provisions with specific citations of Title 17 of the Louisiana Revised Statutes of 1950 that relate to the organization, leadership, and implementation of education in Louisiana. A section of the regulations of the Louisiana State Board of Elementary and Secondary education provides important references on the public policy, administrative, curricular, and instructional basis for the Louisiana program. The next section presents three goals for the comprehensive social studies curriculum development project. A list shows 12 current curriculum and instructional guides issued by the Louisiana Department of Education. A chart displays the enrollment in social studies courses by the number of classes, teachers, and students. A description of teacher certification outlines minimal requirements. Public accountability and professional decision-making are the basic functions of the Louisiana Educational Assessment Program (LEAP). An extensive list of Louisiana social studies leaders, a description of 12 social studies programs and activities, a calendar of social studies related activities, and a list of six organizational resources conclude the report. (CK)

ED 369 711 SO 023 943

Collins, H. Thomas; Majeske, Christopher
Destination: Cameroon. Study Guide.
PUB DATE- 93
NOTE- 62p.; Unit accompanied by a videotape is available from Peace Corps.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Area Studies; *Cultural Activities; *Cultural Awareness; Cultural Differences; Cultural Images; Elementary Secondary Education; Foreign Countries; *Geography; Instructional Materials; Intercultural Programs; *Multicultural Education; Problem Solving; Social Studies
IDENTIFIERS- Africa; *Cameroon; Global Education; Peace Corps; *World Wise Schools

Designed to allow teachers and students to take a pro-active approach to learning about Cameroon, the guide is a starting

Mission; Intermediate Grades; Junior High Schools; Middle Schools; *Policy Formation; Problem Solving; *Racial Factors; School Attitudes; Surveys; *Violence; *White Students
IDENTIFIERS- *School Culture

The purpose of this study was twofold: (1) to examine the nature and causes of school discipline problems and school violence including an increase in the number of racial, cultural, and class hostility incidents; and (2) to offer remedies which might help alleviate disruptions to the learning process. Eight middle schools with a total of 3,212 black and 6,460 white students were surveyed to identify the most frequent incidents of rule violations and school violence by ethnicity. Findings indicated that a larger percentage of black students engaged in fighting, caused disturbances in class, showed disrespect for authority, violated school rules, and cut classes than did white students. Suggested remedies for alleviating the violence and discipline problems in public schools are offered including: clearly defining the school's mission and culture; considering the consequences of judicial mandates such as busing, racial quotas, and student due process; acknowledging cultural and ethnic differences in lifestyles, values, and beliefs; lowering the mandatory school attendance age to 14 years; and establishing transition schools for disruptive students, peer mediation teams, and compulsory orientation programs to teach the school's culture to all students. (LL)

ED 369 731 SP 035 136

Tennessee's Education Policy: A Mid-Course Assessment.
PUB DATE- Nov 93
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Standards; *Accreditation (Institutions); Beginning Teacher Induction; Curriculum Design; *Educational Policy; Elementary Secondary Education; Higher Education; Preservice Teacher Education; Program Evaluation; *Program Improvement; *School Responsibility; Schools of Education; *State Standards; Student Evaluation; Student Teacher Evaluation; Teacher Certification; *Teacher Education Programs; Teacher Evaluation
IDENTIFIERS- National Council for Accreditation of Teacher Educ; *Tennessee

In October 1986, the Tennessee State Board of Education adopted nine principles setting forth a framework for the design of an improved teacher education system in Tennessee and identifying major areas of responsibility for higher education institutions, local school systems, and the state. The principles include: (1) liberal arts preparation; (2) responsibility for designing programs of study for teachers; (3) professional education; (4) induction into the profession; (5) waivers and permits; (6) program approval; (7) assessment of teacher candidates; (8) local system evaluation of beginning teachers; and (9) research and inquiry to improve teaching, teacher education, and school leadership. The Advisory Council on Teacher Education and Certification was given the responsibility of recommending an improved teacher education system consistent with the nine principles. This paper assesses the current status of each of the nine principles and offers recommendations for continuing improvement. The document concludes with a summary of recommendations, additional issues to be addressed by the Advisory Council on Teacher Education and Certification, and a list of the Advisory Council members.

that paper, it was determined that programs to improve teaching must be tied to strategies that will promote fundamental education reform. The consultation encouraged extensive dialogue reflecting on current approaches and effective approaches to teacher preparation and certification and effective philanthropic approaches in this area. From the consultation, the BellSouth Foundation was encouraged to rethink the basis for education reform; empower grantees to challenge policy; promote more collaboration and more partnerships focused on change; combat the isolation that teachers feel from one another, from their students, and from the best thinking about education reform; and understand the tyranny that time constraints exercise over the ability to teach well. A list of consultation participants is appended. (JDD)

ED 369 751   SP 035 192

Joyce, Bruce; And Others
Exploring Staff Development Theories: The Ames Study.
PUB DATE- Mar 94
NOTE- 32p.; Paper presented at the Annual Conference of the Association for Supervision and Curriculum Development "Emerging Images of Learning: World Perspectives for the New Millennium" (Chicago, IL, March 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Action Research; Consultation Programs; *Discussion Groups; Elementary Education; Elementary School Teachers; Higher Education; Individual Development; *Inservice Teacher Education; Language Arts; Participant Observation; Program Development; Program Effectiveness; School Districts; *Staff Development; *Teaching Models; *Technical Assistance; Theories
IDENTIFIERS- *Ames Community School District IA

This paper describes a multidimensional staff development program implemented by the Ames (Iowa) Community Schools, involving 11 schools, 350 teachers, and 5,000 students. Three governance options in staff development were established: the Individual Growth Fund which supported teachers in defraying the costs of individually selected staff development activities, school-wide action research, and a district-level study of models of teaching language arts that favor literature-based approaches. Faculties organized themselves into study groups to increase collegial interaction in the study of teaching and curriculum and to implement teaching strategies and curriculum changes, and consultative services were provided. Interviews with 64 teachers revealed that the Individual Growth Fund, the action research initiative, and the models of teaching language arts initiative had resulted in worthwhile changes and should be continued. Results indicated that: (1) school-wide action research was effective in generating initiatives and satisfaction and in improving cohesiveness; (2) a carefully articulated and supported centralized initiative can succeed; (3) well-designed initiatives can be implemented during the first year, rather than requiring use of a gradualistic approach; (4) age was not a factor in satisfaction or implementation of staff development; and (5) there was a link between student achievement and staff development. (JDD)

ED 369 752   SP 035 196

Mueller, Richard J.

learned: (1) a great deal about how to teach (organizational and routine procedures, how to deal with specific students, the jargon of teaching, and a variety of teaching techniques and strategies); (2) how to learn; (3) to develop or enhance a number of personal qualities; (4) about themselves as teachers; and (5) to develop a philosophy of teaching. The paper concludes with a discussion of the importance of the practicum, the importance of reflection, and the individualized nature of learning to teach. (Contains 29 references.) (LL)

ED 369 770 SP 035 220

Alexander, Gwendolyn Bellamy
The Development and Implementation of a Training Module To Increase the Awareness of Assistive Technology.
PUB DATE- Dec 93
NOTE- 79p.; Masters Thesis, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Assistive Devices (for Disabled); Elementary Secondary Education; Inservice Teacher Education; *Needs Assessment; *Program Development; *Program Implementation; School Personnel; State Surveys; *Technological Literacy; *Training Methods; Training Objectives; Workshops
IDENTIFIERS- *Florida

This paper reports on a training program that was developed and implemented to increase awareness of training needs in the area of assistive technology. A survey was developed and distributed to Local Assistive Technology Specialists (LATS), parents, administrators, teachers, paraprofessionals, preservice teachers, and service providers throughout Florida. Results provided the nucleus for determining the development and implementation of a training module in assistive technology. A target group of 25 LATS representing various districts in Florida was selected for the study. The project included the completion and compilation of a questionnaire and participation in an assistive technology awareness workshop. Success was measured by comparing pre- and post-test results and attendance logs derived from two regional assistive technology awareness workshops. Appendices provide: glossary of related terminology; Awareness Workshop pre- and post-tests; Awareness Workshop attendance logs; training needs assessment survey; letter of explanation (LATS); letter of explanation (colleagues); total scores by training topic; frequently selected training topics; training locations by district; and an assistive technology inservice planning guide. (Contains approximately 15 references.) (LL/Author)

ED 369 771 SP 035 222

Teacher Education Policy in the States: A 50-State Survey of Legislative and Administrative Actions.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 94
NOTE- 82p.; A product of the State Issues Clearinghouse. For previous survey, see ED 363 615.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Admission (School); *Alternative Teacher Certification; Elementary Secondary Education; Field Experience Programs; Higher Education; Minority Group Teachers; National

knowledge level of elementary and secondary students in one or more of the following areas: family development, food and clothing, health, consumer education, housing and home decorating, and occupational home economics. These tests are primarily for grades 7 through 12, with some for college students and adults included. This document is one in a series of topical bibliographies from the Test Collection (TC) at Educational Testing Service (ETS) containing descriptions of more than 18,000 tests and other measurement devices prepared by commercial publishers, teachers, educational institutions, professional associations, departments of education, counselors, etc. Each description contains the following basic information: TC Accession Number (a six-digit identification number assigned by the Test Collection); the title of the instrument; personal or institutional author; year of publication or copyright; availability source; grade level for which test is suitable; age level for which test is suitable; and abstract. Other information, which is provided when known, includes subtests, number of test items, and time required to complete the test. Information on accessing the Test Collection via Internet concludes the document. (RMB)

ED 369 790   TM 020 743

Industrial Arts, Grades 7-12. Annotated Bibliography of Tests.
PUB DATE- Sep 90
NOTE- 88p.; Supersedes February, 1988 edition.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Achievement Tests; Annotated Bibliographies; Basic Skills; *Diagnostic Tests; *Industrial Arts; Postsecondary Education; Secondary Education; Student Evaluation; *Technical Education; *Trade and Industrial Education
IDENTIFIERS- Test Bibliographies; Test Collection (Educational Testing Service)

The 160 tests cited in this bibliography are used to assess students' skills acquired in various industrial arts areas, which include electronics assembly, drill press, electrical wiring, automobile mechanic assistant, woodworking, and other technical and vocational education fields. These tests are all for grades nine through adult including postsecondary education. This document is one in a series of topical bibliographies from the Test Collection (TC) at Educational Testing Service (ETS) containing descriptions of more than 18,000 tests and other measurement devices prepared by commercial publishers, teachers, educational institutions, professional associations, departments of education, counselors, etc. Each description contains the following basic information: TC Accession Number (a six-digit identification number assigned by the Test Collection); the title of the instrument; personal or institutional author; year of publication or copyright; availability source; grade level for which test is suitable; age level for which test is suitable; and abstract. Other information, which is provided when known, includes subtests, number of test items, and time required to complete the test. Information on accessing the Test Collection via Internet concludes the document. (RMB)

ED 369 791   TM 020 744

Italian - Foreign Language. Annotated Bibliography of Tests.
PUB DATE- Nov 90
NOTE- 10p.; Supersedes June, 1988 edition.

the four main papers contains extensive references. (JB)

ED 369 346 HE 027 385

Clinton, William
Remarks by the President to American Council on Education.
PUB DATE- 22 Feb 94
NOTE- 12p.; Speech presented at the Annual Meeting of the American Council on Education (Washington, DC, February 22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Economic Factors; Educational Change; *Educational Policy; Elementary Secondary Education; Employment Problems; Federal Aid; Federal Government; *Futures (of Society); Government Role; Higher Education; Lifelong Learning; Outcomes of Education; Public Policy; *Role of Education; Values

Changes in society and the economy require significant changes in American educational institutions. A seven-point agenda for fostering lifetime learning includes (1) helping every child begin school healthy and ready to learn; (2) setting and achieving world-class standards in public education; (3) opening the doors of college opportunity to every young American eager and able to do college work; (4) expanding opportunities for youth to serve their communities and their country while earning money for their education through national service; (5) providing new learning opportunities for young people who are going from high school to work; (6) changing our unemployment system into a reemployment system; and (7) challenging every sector of society to accept greater responsibility for achieving an environment of lifelong learning. All advanced nations are facing a crisis of jobs and income and need to develop means to continue to create new jobs and increase income. In the United States data indicate that education, for those to obtain it, can go a long way to solving this problem. In order for the lifelong learning vision to work, a new ethic of education must grip the American imagination and the country must support various administration initiatives including Goals 2000 legislation, the Safe and Drug Free Schools Initiative, the new direct lending student loan program, the strengthened Pell grant program, and the Americorps National Health Service Program. (JB)

ED 369 347 HE 027 386

Lewis, Roger
Quality Assurance in "New" Methods of Learning.
PUB DATE- 16 Dec 93
NOTE- 8p.; Paper presented at the Conference of the Society for Research into Higher Education Conference (Brighton, England, United Kingdom, December 14-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; College Instruction; Delivery Systems; Educational Assessment; *Educational Change; Educational Environment; *Educational Innovation; Educational Methods; *Educational Quality; Foreign Countries; *Higher Education; *Quality Control; Standards; *Teaching Methods

This paper, written from a British perspective, looks at "new" concludes with a deferment summary and a glossary of important terms. (JDD)

ED 369 366 HE 027 405

Ransom, Angela; And Others
Improving Higher Education in Developing Countries. EDI Seminar Series.
PUB DATE- 93
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Access to Education; *Developing Nations; *Economic Development; Educational Assessment; Educational Finance; *Educational Improvement; *Educational Innovation; *Educational Policy; Educational Quality; Government Role; Government School Relationship; Higher Education; Research and Development

This volume is the result of a policy seminar on Improvement and Innovation in Higher Education in Developing Countries, organized by the Economic Development Institute and the Population and Human Resources Department of the World Bank in collaboration with the Institute of Strategic and International Studies of Malaysia. The seminar was held in June 1991 in Kuala Lumpur. Twenty-two participants attended from Eastern Europe, Africa, Asia, the Middle East, Latin America, and the Caribbean. The first paper provides a report on the seminar, with discussion of five quality issues: access to higher education, financing of higher education, the relationship between government and higher education institutions, the role of higher education in developing science and technology, and the role of evaluation. Recommendations are listed, and appendixes to the paper list participants, the program, seminar papers, and session papers. The volume also includes the texts of the three session papers, including: "Keynote Address: Higher Education and Economic Development" (I. G. Patel); "Improvement and Innovation in Higher Education" (Adriaan M. Verspoor); and "The University System: Engine of Development in the New World Economy" (Manuel Castells). (References accompany two of the papers.) (JDD)

ED 369 367 HE 027 406

Caruthers, J. Kent; Marks, Joseph L.
Funding Methods for Public Higher Education in the SREB States.
PUB DATE- 94
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Budgeting; Comparative Analysis; *Educational Finance; *Financial Policy; Higher Education; Public Colleges; *Resource Allocation; *State Aid
IDENTIFIERS- *Formula Budgeting; Formula Funding; *United States (South)

This report provides background information for discussion of major higher education finance issues and options. Terminology for comparing funding methods for public higher education across states is introduced. An overview of the evolution of the objectives of funding methods over time is provided, and detailed profiles of the major characteristics of funding methods during 1991-92 for each state in the Southern Regional Education Board (SREB) are presented. Eight summary tables present data on: state-level higher education funding methods

Copyright Convention are not interpreted in the same way by various national courts, an annotated guide to the Convention or the addition of some model provisions may be necessary to safeguard creators and performers of original works. An attachment contains a declaration composed by the participants in the conference with regard to copyright and associated rights. (SLD)

ED 369 385 IR 016 606

Caudell, Lee Sherman, Ed.
The Global Classroom. Special Report: Online for Learning.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 94
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Case Studies; Children; *Computer Assisted Instruction; *Computer Networks; Educational Finance; Electronic Mail; Elementary Secondary Education; Geographic Isolation; *Global Approach; *Information Networks; Online Systems; Physics; Teaching Methods; Technological Advancement; *Telecommunications; User Needs (Information)
IDENTIFIERS- *Global Education; *Internet; United States (Northwest)

This special report's feature article, "The Global Classroom," focuses on the ways the Internet makes the global classroom possible by allowing children to communicate with others around the world. To facilitate use of the Internet, the Northwest Regional Laboratory (NWREL) has plugged into the network and will be offering guidance for users and a "gopher" to find Internet resources. Several case studies are presented of children's use of the Internet in the northwestern United States. The enormous potential of computers for education is beginning to be realized in the area. Other articles in this issue include: (1) "K-12 Educators and Students Trade Information on Electronic Bulletin Boards" (derived from the "ERIC Review," Winter 1993); (2) "Linking N.W. Schools to the Internet" (Lee Sherman Caudell); (3) "Telecommunications Terminology" (derived from the "ERIC Review," Winter 1993); (4) "Learning Physics in Bits and Bytes"; and (5) "Out Front in the Outback" (Tony Kneidek). (SLD)

ED 369 386 IR 016 614

Holznagel, Donald C.
Distance Education Resource Directory for Northwest Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 15 Mar 94
NOTE- 46p.; Supersedes ED 357 258.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adult Education; Broadcast Television; Cable Television; Communications Satellites; *Computer Assisted Instruction; *Distance Education; Educational Planning; *Educational Technology; *Educational Television; Elementary Secondary Education; Instructional Materials; Resource Materials; Technical Assistance; *Telecommunications
IDENTIFIERS- Technology Plans; *United States (Northwest)

This directory is designed to address the need for technology

ED 369 406 IR 054 985

Gateway to the Pacific Rim: Information Resources for the 21st Century. Association of Research Libraries, Minutes of the Meeting (122nd, Honolulu, Hawaii, May 1993).
PUB DATE- 93
NOTE- 211p.; For the minutes of the 121st meeting, see ED 365 346.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Libraries; Access to Information; Computer Networks; Cultural Awareness; Economic Factors; Foreign Countries; Futures (of Society); Higher Education; *Information Dissemination; Information Networks; Library Associations; Research Libraries; Scientific and Technical Information; *Technological Advancement; *User Needs (Information)
IDENTIFIERS- *Asia; Association of Research Libraries; Global Studies; *Pacific Rim

High economic growth and growing movements toward democratic political systems are reshaping the Pacific countries, and these movements will have profound implications for libraries. The program of the meeting of the Association of Research Libraries was devoted to the cultures, societies, and libraries of the Pacific Rim. Program Session I, "Understanding the Pacific Rim: Context and Perspective," includes the following: "Introduction" (Susan Nutter); "Welcoming Remarks" (Kenneth P. Mortimer); "Opening Remarks" (John Haak); "The Evolution of Asia and Its Research Implications" (Michel Oksenberg); "Asia in the Media" (John McChesney). Program Session II, "The Challenges of Pacific Rim Research," includes: "Opening Remarks" (Sul H. Lee); "The Challenges of the Globalization of Knowledge in the Next Century" (Mark Juergensmeyer); "Scientific and Technical Information from Japan: The Needs of Americans" (James Bartholomew). Program Session III, "Responses to Pacific Rim Information Needs," includes: "Introduction" (Paul Mosher); "Northwest Consortium for Southeast Asian Studies" (Judith Henchy); "Accessing International Information" (Barbara Peterson); "Meeting the Information Needs of the Business and Professional Community" (John Haak); and "Current Developments in Electronic Networking" (Natsuko Furuya). A business meeting followed, with further panel discussions on "Academic and Research Libraries in Australia, Japan, and Korea"; "Diversifying the University in a Diverse Culture"; and "Tapping Asia's Economic Prosperity: Pacific Rim Fund Raising Sources." Five appendixes provide information about the Association and its finances and membership. (SLD)

ED 369 407 IR 054 986

Okerson, Ann, Ed.; Mogge, Dru, Ed.
Gateways, Gatekeepres, and Roles in the Information Omniverse. Proceedings of the Symposium of the Association of Research Libraries and Association of American University Presses (3rd, Washington, D.C., November 13-15, 1993).
PUB DATE- Feb 94
NOTE- 177p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Academic Libraries; Communication (Thought Transfer); Computer Uses in Education; Copyrights; *Electronic Publishing; Faculty Publishing; Futures (of Society); Higher

governments. A third issue is related to educating diverse and pluralistic communities, including the need to improve academic outcomes for underrepresented groups, ensure that people of color are well represented on faculty and staff, initiate institutional policies and programs that bring students together, and develop a multicultural/international ethic. Another issue facing community colleges involves fully utilizing the potential of total quality management and continuous quality improvement, while recognizing that they may not solve all of an institution's problems. A final issue is related to adequately assessing institutional effectiveness and student learning outcomes and responding to the educational reforms and school-to-work reforms proposed by the Departments of Labor and Education. In any responses made, colleges must always distinguish between their essential services and expendable conveniences provided to students. (Contains 10 references.) (BCY)

ED 369 426   JC 940 196

Bogaty, Lisa; And Others
Workforce Training: The Pellissippi State Model.
PUB DATE- Apr 94
NOTE- 48p.; Paper presented at the Annual Convention of the American Association of Community Colleges (74th, Washington, DC, April 6-9, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Vocational Education; College Role; Community Colleges; *Curriculum Development; *Dislocated Workers; Group Instruction; Industrial Training; Instructional Development; *Labor Force Development; Program Development; Program Implementation; *Retraining; School Business Relationship; *Teaching Methods; Two Year Colleges; Vocational Education

A discussion is provided of the role of community colleges as the primary delivery sources for workforce retraining, using the Pellissippi State Workforce Innovation Program as a case study. The first sections of the paper document the need for worker retraining in the United States, reporting the Department of Labor Secretary's Commission on Necessary Skills' (SCANS) conclusions regarding the relationship between economic trends and population dynamics and the need for educational restructuring to encompass basic communication and math skills; thinking skills; personal qualities such as integrity; and resource, interpersonal, information, technological, and systems competencies. The next section reviews legislation related to workforce redevelopment, including the Omnibus Trade and Competitiveness Act of 1988 and the National Literacy Act. Following a brief overview of community college activity in retraining, the Workforce Innovation Program at Pellissippi State Technical Community College (PSTCC) is described. After explaining methods used by PSTCC staff to assess workforce needs, the paper focuses on issues of curriculum and instruction, indicating that: (1) the curriculum encompasses seven elements (i.e., applied learning, technologically enhanced instruction, collaborative learning, integrated curricula, team teaching, learning lab environment, and integrated student services; (2) learners in the program begin by mastering Microsoft Works in order to familiarize them with computer functions and provide them with a tool kit of basic applications (word processing, spreadsheet, and database); (3)

creating a learning environment of trust and sensitivity and avoiding exploitation of students in any guise; (6) establishing academic standards which realistically prepare students for work and citizenship; and (7) maintaining academic freedom and abiding by the obligations of that freedom, such as encouraging the free exchange of ideas and not using the classroom as a forum for expounding personal views. (KP)

ED 369 443 JC 940 270

Placement of Courses within Disciplines and 1996 Discipline Review and Timeline.
PUB DATE- Apr 94
NOTE- 15p.; Two-part paper.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Course Content; Credentials; Educational Legislation; Instructional Program Divisions; *Intellectual Disciplines; *Program Content; *Program Improvement; Program Proposals; Two Year Colleges
IDENTIFIERS- *California Community Colleges; *Discipline Review

California Assembly Bill 1725 repealed the credentials used to determine the subject areas that community college faculty could teach and mandated the development of a list of disciplines. This two-part paper describes policies of the Academic Senate for California Community Colleges (ASCCC) with respect to assigning courses and proposing changes to the disciplines list. The first part describes the process for placing courses in disciplines, indicating that, by law, courses must be placed by faculty through local academic senates. This section also provides the following guidelines for ensuring maximum faculty input: (1) obtain a complete list of course offerings; (2) form committees by subject for the initial assignment of courses into disciplines; (3) circulate the initial list to all faculty for comments; (4) make the final approved list available to campus departments and offices; and (5) develop a process for assigning new courses to disciplines. The second part offers a proposal for improving the current discipline review process, reviewing the reasons for proposing changes to the list (e.g., changes within the discipline, clarification, and the inclusion of new degrees), and indicating that changes should be submitted to the local academic senate or a recognized professional organization. This part also describes the response to proposed changes, indicating that, after review by the Standards and Practices committee, proposals will be sent to senate presidents and other administrators for review prior to two consultation meetings and three public hearings. Finally, this part indicates that final voting will occur at spring sessions of the ASCCC. Includes a discipline review timeline and a sample form for proposing changes. (KP)

ED 369 444 JC 940 271

Law, Bill
Hiring the Right Next Generation of Faculty.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Feb 94
NOTE- 4p.
LANGUAGE- English

Two Year College Students; *Vocational Education

This books attempts to resolve the debate between the community college critics and defenders on three key issues: the impact of the community college on students, business, and universities; why and how community colleges developed; and why the community college changed its original academic program to become so strongly vocational. Section I introduces the elements in the controversy over community colleges and briefly reviews the theoretical positions of those involved in the debate. Section II focuses on community colleges' impact on business and the economy, elite state universities, and students' access to higher education, educational attainment, and economic attainment; and discusses ways that community colleges may hinder baccalaureate attainment. Section III focuses on the origins and expansion of the community college, including chapters on local-level institution building, state-level college advocates, national-level reinforcement of local and state initiatives, and the politics of the founding of community colleges. Section IV explores the origins of the vocationalization of community colleges, including local, state, and national influences. Finally, section V discusses the policy implications of research on the community college's impact on students and the implications of this research on theories of educational history and politics and political sociology. Contains a 22-page bibliography. (KP)

ED 369 462 JC 940 293

Cathey, Susan Aldridge; Moody, Brad
Garland County Community College Non-Returning Student Survey.
PUB DATE- 23 Feb 94
NOTE- 132p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Dropout Characteristics; Dropout Research; *Dropouts; *Enrollment Influences; Followup Studies; Outcomes of Education; *Student Characteristics; Two Year Colleges; *Two Year College Students
IDENTIFIERS- Garland County Community College AR

A study was conducted at Garland County Community College (GCCC) in Arkansas to determine the characteristics and reasons why students who enrolled in fall 1992, did not re-enroll in fall 1993. A total of 220 full-time and 290 part-time former students were selected randomly from the 1,371 non-returning students. Telephone interviews were completed with 190 students, including 40% of the full-time and 36% of the part-time students in the sample. Study findings included the following: (1) 30% of all non-returning students were between 18 and 21 years of age; (2) 75% had a grade point average above 2.0; (3) 51% received no financial assistance, and financial need was the most frequently mentioned obstacle to returning to GCCC by full-time students; (4) 77% worked while attending GCCC; (5) 58% had attended GCCC prior to fall 1992; (6) of the students who stated that GCCC was their first choice among colleges to attend, 54% were not enrolled in pre-college level classes; (7) 36% of the respondents enrolled at GCCC to obtain a degree, 32% to prepare for transfer, and 22% for skills enhancement; and (8) asked why they discontinued their education at GCCC, 49% cited "other" reasons than financial (17%), job (17%), and personal (15%) for not returning. The survey instrument and tables of study findings are attached. (KP)

Higher Education; *Inservice Teacher Education; *International Programs; Partnerships in Education; *Preservice Teacher Education; *Student Exchange Programs; *Teacher Exchange Programs; Undergraduate Study
IDENTIFIERS- *Sweden; *United States; University of Minnesota Duluth; Vaxjo University (Sweden)

The Early Childhood Teacher Education Program at Vaxjo University in Sweden and Early Childhood Studies Program at the University of Minnesota, Duluth, have established a three-part, collaborative, research-based international project to improve early childhood teacher education. One aspect of the program is a two-tiered student exchange. Undergraduate teacher education students attend classes at each other's university during the regular academic year, and graduate, in-service students attend intensive summer courses at each other's campuses during the summer. Another aspect of the project is an ongoing collaborative faculty research project. Survey and interview research students involving parents and practicing professionals have been completed and published in both countries. Findings indicate a more inner-directed, group-oriented approach to teacher education in Sweden, and a more outer-directed, individualistic approach in the United States. The final aspect of the project is a combination of student exchange and research. Advanced students who are currently teaching have become involved in action research where questions of mutual interest (e.g., parent involvement and integrated curricula) have been studied in each country and the results shared. Further, new models of practice have been implemented in each country through graduate research with an international component. (AC)

ED 369 480 PS 021 842

Carlson, Helen L.
Review of Sweden's National Evaluation Demonstration Project: Early Childhood Teacher Education.
PUB DATE- 15 Sep 91
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Comparative Education; Early Childhood Education; *Evaluation Methods; Evaluation Research; Evaluation Utilization; Evaluators; Foreign Countries; *International Educational Exchange; *Program Evaluation; Self Evaluation (Groups); Site Analysis; *Teacher Education
IDENTIFIERS- *Sweden

This report examines the process used to evaluate five early childhood teacher education programs in Sweden, a process involving decentralized self-studies and site visits of approximately 5 hours in length conducted by an international expert. The report first provides background information on Helen L. Carlson, of the University of Minnesota, Duluth, who served as the external evaluator; and then explains the process of reviewing the self-study materials and the purpose and process of international review. The next section describes the site visits conducted at the early childhood teacher education programs at Malmo, Halmstead, Vaxjo, Karlstad, and Gothenburg during August 20-30, 1991. Contact was made with students, faculty, and administrators, though not all groups were available at every site. Next, the major tenets of the "Standards" and "Collegial" models of evaluation are explained. The next section reviews the Swedish self-studies from the perspective of the U.S. models, including comparisons of postsecondary certificate, diploma, or degree; and (4) governance of the center, whether municipal, non-profit, or commercial, influences wages, working conditions, and satisfaction. A summary of responses by province is included. (AC)

ED 369 499 PS 022 005

Burns, Rebecca Crawford, Ed.
Parents and Schools: From Visitors to Partners. NEA School Restructuring Series.
PUB DATE- 93
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Elementary Secondary Education; Interpersonal Communication; Parent Participation; *Parents as Teachers; *Parent School Relationship; *Parent Teacher Cooperation; *Partnerships in Education; Program Descriptions

Built on the experiences of educators and parents who have put research into practice to improve children's learning, this book focuses on the interdependence of educators and parents and their partnership of support for children. The first chapter, "Parent Involvement: Promises, Problems, and Solutions" (Rebecca Crawford Burns), provides a review of the research on parent involvement, including its positive effects on children, families, teachers, and schools; the barriers to involving parents more actively in their children's education; and suggestions for overcoming the barriers. Chapters 2 and 3, entitled "Communication: The Key to Effective Partnerships" (Oralie McAfee) and "The Potential of Communications Technology" (Oralie McAfee), focus on strategies for initiating and maintaining effective two-way communication between school and home. Chapter 4, "Parents as First Teachers: The Family Connections Model" (Patricia Penn and Robert D. Childers), chapter 5, "Mynderse Academy: Parents as Co-Decision Makers and Advocates" (Clyde Collins), and chapter 6, "Stewart Community School: A Pioneer in Home-School Partnership" (Robert K. Simmons, Barbara A. Stevenson, and Ann M. Strnad), provide in-depth descriptions of exemplary parent-involvement programs. Chapter 7, entitled "Effective Parent-Involvement Practices" (Barbara A. Fleming) offers a summary of parent-involvement practices found in successful school programs. The book concludes with a list of print and organizational resources for educators and parents. (AC)

ED 369 500 PS 022 043

Milne, Rosemary
Bilingual Preschool Programs: Future Directions.
PUB DATE- Sep 93
NOTE- 23p.; Paper presented at the Annual Conference of the Applied Linguistics Association of Australia (28th, Adelaide, South Australia, Australia, September 26-29, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Acculturation; *Bilingual Education; Civil Rights; Cultural Awareness; *English (Second Language); Equal Education; Foreign Countries; *Language Attitudes; Preschool Education; Public Opinion; Second Language Learning
IDENTIFIERS- *Australia

"Developing the Child's Conception of Learning" (Ingrid Pramling); (3) Do Early Childhood Services Need a Coherent and Comprehensive Approach?" (Peter Moss); (4) "Children's Living Conditions, Secular Changes, and Childhood Mythology" (Dion Sommer); (5) "The Key to Quality is Qualifying the Teachers" (Mogens Nielsen); (6) "Appropriate Developmental Early Childhood Education" (David Weikart); (7) "The Experience of Reggio Emilia, a Place Where Adults and Children Learn Together" (Tiziana Filippini); and (8) "Epilogue" (Steen Larsen), a look at the importance of children's informal learning, which begins at birth. (MDM)

ED 369 520 PS 022 249

Grymes, Joanna M.; Lawler-Prince, Dianne
Kindergartners' Self-Concepts and Perceptions of Peer Interactions.
PUB DATE- Nov 93
NOTE- 18p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childhood Attitudes; *Group Dynamics; Interpersonal Relationship; *Kindergarten Children; *Peer Relationship; Primary Education; *Self Concept; Self Concept Measures; Self Esteem

A study examined kindergartners' self-concepts and their perceptions of interactions with peers. Subjects were 345 kindergarten children from one socioeconomically mixed district. Children were asked to identify whether or not they perceived themselves to be part of the group and whether or not they wanted to be part of the group. Responses were analyzed in relationship to the child's self-concept, as determined by the Woolner Preschool Self-Concept Picture Test. Results indicated that most of the subjects exhibited high self-concepts, and typically perceived themselves as accepted by the group. As expected, children with low self-concepts tended to perceive themselves as rejected by peers, whereas those with high self-concepts tended to perceive themselves as accepted. An unexpected finding, however, was that low self-concept children were more likely to desire to be rejected by peers. Results are consistent with previous research indicating that self-concept does affect children's descriptions and perceptions of their interactions with peers. (Contains 33 references.) (HTH)

ED 369 521 PS 022 250

Dahmes, Victoria M.
A Descriptive Study of Multicultural Elementary Student Playground Behaviors and Their Relationship to Gender, Age, Race and Socioeconomic Status.
PUB DATE- Nov 93
NOTE- 34p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Asian Americans; Blacks; Child Behavior; Cross Cultural Studies; *Cultural Differences;

scores, comprehension and mathematics concepts and applications. Further analysis determined that the difference in comprehension scores was due to girls in the half-day program scoring higher than boys in the full-day program and could not be attributed to differences in the programs. The difference in mathematics concepts and applications scores was due to boys in the full-day program significantly outscoring boys in the half-day program. (Includes 23 references.) (MDM)

ED 369 541 PS 022 303

Schomburg, Roberta
A Developmental Approach to Conflict Resolution.
PUB DATE- Nov 93
NOTE- 9p.; Paper presented at the Annual Conference of the National Association for the Education of Young Children (Anaheim, CA, November 10-14, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aggression; *Child Behavior; *Conflict Resolution; Developmental Stages; Early Childhood Education; Educational Environment; Interpersonal Communication; Peer Relationship; Self Control; *Social Development; *Teacher Role; Teacher Student Relationship; *Young Children
IDENTIFIERS- *Developmentally Appropriate Programs

To ensure that children will be able to learn to resolve interpersonal conflicts, teachers need to examine the ways in which they resolve conflicts with the young children under their care. Teachers also need to ensure that children: (1) possess environments where they trust that they will be safe and well-cared for; (2) develop a sense of autonomy, power, and control over themselves and their own actions, seeing the limits of their power over others; and (3) learn to manage and control aggressive impulses, channeling those impulses into other growth-promoting activities, such as art, play, and storytelling. Once children have achieved these abilities, they can begin to understand the concepts of conflict resolution and mediation that are appropriate as they become older children. (MDM)

ED 369 542 PS 022 304

Hall, Richard E.; And Others
Continuous Assessment and Monitoring of Preschool Progress.
PUB DATE- Apr 93
NOTE- 34p.; Paper presented at the Annual Convention of the National Association of School Psychologists (25th, Washington, DC, April 13-17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Comprehensive Programs; *Curriculum Based Assessment; *Educational Assessment; *Preschool Children; Preschool Curriculum; *Preschool Education; *Student Evaluation; Teaching Methods

PUB DATE- Nov 93
NOTE- 18p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Communication Research; Family Environment; *Infants; *Language Acquisition; *Parent Role; Siblings; Speech Communication; *Toddlers; Verbal Ability; *Verbal Communication; *Verbal Development

This research review sought to discover the forms of family verbal interaction that nurture language development in infants and toddlers, the function of different family members in this process, and the role of environmental factors in language development. Results indicate that speech to a child is significantly different from speech to an adult. When speaking to infants and toddlers, adults often use coaction, alternation, prompting, imitation, repetition, and labeling in their interactions. These features tend to change as the child acquires language and may include the expansion of utterances as the child begins to talk. The review also found that not only mothers and fathers, but adults in general, contribute to the language acquisition of children through the use of features that simplify language. Interactions with older siblings may also contribute to language acquisition, but their interactions are less effective than those of adults. The results suggest that infants and toddlers should interact as much as possible with adults to help facilitate the children's language development. (MDM)

ED 369 562 PS 022 352

Starting Points: Meeting the Needs of Our Youngest Children. The Report of the Carnegie Task Force on Meeting the Needs of Young Children.
PUB DATE- Apr 94
NOTE- 153p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *At Risk Persons; Child Abuse; Child Development; Child Health; *Childhood Needs; Child Neglect; Community Programs; Day Care; *Early Childhood Education; *Educational Quality; Family Environment; Family Programs; Government Role; Infants; One Parent Family; Parent Education; Parent Responsibility; Poverty; *Social Problems; Social Services; Toddlers; *Young Children

This report outlines what is known about the requirements for optimal development during the first 3 years of life, considers the ways in which society might reverse the trends toward risk for families and children, and describes the necessary conditions for families to function well in the interests of their young children. Part 1 describes "the quiet crisis," documenting the conditions of children and their families from the prenatal period to age 3, and describing how the nation neglects children in this age group. Factors contributing to this crisis, including poverty, abuse and neglect, changing who have been mistreated may have trouble getting along with others, and children whose only role models use physical force to solve problems may be unable to learn nonaggressive ways of social interaction. Children who live with violence may repress feelings, have difficulty seeing themselves in meaningful roles, feel helpless, and regress to an earlier stage of development. Children's ability to cope with violence is influenced by their temperament and by their parents' abilities to withstand the stresses of poverty and violence. School and day care staff can help children deal with the consequences of violence by offering them alternative perceptions of themselves and teaching them skills for getting along in the world. (BC)

ED 369 579 PS 022 493

Children's Nutrition and Learning. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 94
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Anemia; Birth Weight; *Children; Cognitive Ability; Early Childhood Education; *Eating Habits; Elementary Education; Food; *Hunger; *Learning; Literature Reviews; *Nutrition; *Nutrition Instruction; Poverty
IDENTIFIERS- ERIC Digests; Special Supplemen Food Program Women Infants Child

This digest reviews research on the link between children's nutrition and their ability to learn from the prenatal through school years. It also discusses the importance of nutrition education for children. The need for adequate nutrition during pregnancy and the preschool years is highlighted by research that indicates that low birthweight children are more likely than other infants to have learning problems and require special education services; and that children whose mothers had participated in the Special Supplemental Food Program for Women, Infants and Children (WIC) scored higher on vocabulary tests than children whose mothers had not received WIC benefits. During the school years, anemic children tend to do poorly on vocabulary and reading tests; and hunger, skipping breakfast, and poor nutrition have a negative impact on students' cognitive performance. Poor nutrition among American children is due in part to poor eating habits, which include overeating, skipping breakfast, and using unsafe dieting methods, and, in part, to poverty. Children's nutrition habits are affected by the messages they receive from television and food packaging about foods high in sugar, salt, or fat. These messages can be countered by nutrition education in school, which is most effective when it delivered in the context of a comprehensive health education program. To foster children's knowledge of nutrition, schools can coordinate nutrition education with cafeteria meals, provide materials for parents about nutrition, and offer only nutritious foods at school; dietitians can speak to students about good nutrition; and parents can set a good example by eating healthfully, letting their children prepare meals, and exposing their children to new foods. (BC)

ED 369 580 PS 022 494

Nutrition Programs for Children. ERIC Digest.

information resources found in large urban libraries and universities, and do not have easy access to professional support or consultants' expertise. Telecommunications offers new sources of support to these teachers by permitting them to send and receive electronic mail messages, take part in electronic conferencing, access special interest groups and bulletin boards, and retrieve information from on-line databases. However, few teachers, particularly those in smaller school systems, have the skills necessary to use this new technology. In addition, teachers in isolated settings have difficulty accessing traditional training sources. This paper describes a structured teacher training module that can be used by rural teachers, individually or in staff development workshops. Rather than teaching computer and telecommunications skills as an isolated subject, this module focuses on integrating all skills into the curriculum and relating their uses to the special education classroom. Its step-by-step structure allows each trainee to interact independently with the technology. Module sections cover telecommunications hardware, software, barriers to implementation in the school, and integration in content areas. Sample activities illustrate the use of E-mail, Internet resources, on-line library services, and bulletin boards. (Contains 21 references.) (SV)

ED 369 596   RC 019 566

Reissner, Laura A.
A Read Aloud Program That Encourages Parent Participation in Schools.
PUB DATE- Mar 94
NOTE- 8p.; In: Montgomery, Diane, Ed. Rural Partnerships: Working Together. Proceedings of the Annual National Conference of the American Council on Rural Special Education (ACRES) (14th, Austin, Texas, March 23-26, 1994); see RC 019 557.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Childrens Literature; Elementary Secondary Education; *Parent Participation; Parent Student Relationship; *Reading Aloud to Others; *Reading Programs; *Story Reading; Story Telling; Volunteers; *Volunteer Training
IDENTIFIERS- *West Virginia

Children who are not encouraged to read at home are less likely to be successful in reading later. Parents who were unsuccessful in school or who were not read to themselves are less likely to read to their own children and may need direction in how and what to read. Parents can be taught how to talk through a story with their children through modeling done in a workshop. In communities where parents tell oral stories, they should be encouraged to continue the storytelling tradition, and then to expand it to include picture books. Teachers and other parents can share lists of books that they have enjoyed reading to children. Read Aloud West Virginia is a successful program that has trained over 800 parents and other adult volunteers. A 1-hour workshop familiarizes volunteers with program goals, read aloud methods, and children's books. Volunteers then agree to read in the school of their choice 1 day a week. Coordinators in each school are responsible for the volunteers and the program. One special program feature is author week, during which there are daily activities related to the author's books in every grade. Lists 101 favorite read-alouds, in categories for young children, kindergarten and up, and older children. (Contains 13 references.) (SV)

Together. Proceedings of the Annual National Conference of the American Council on Rural Special Education (ACRES) (14th, Austin, Texas, March 23-26, 1994); see RC 019 557.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; Elementary Secondary Education; *Health Needs; Parent Participation; Public Schools; Rural Schools; *School Health Services; *School Nurses; *Severe Disabilities
IDENTIFIERS- *Medically Fragile

Federal legislation supports participation in the public schools by children who are medically fragile and technology dependent. These children require specialized technological health care procedures for life support and/or health support during the school day. Inclusion in safe school environments that facilitate effective learning requires careful planning by a coalition of educational and medical personnel. Guidelines for professionals to provide specialized health care to children who are medically fragile in school settings are generally nonexistent. Modes of service delivery vary from site to site, with paraprofessionals sometimes performing medical procedures. There is a need for national consensus regarding which professionals or paraprofessionals should implement specific procedures and what training or certification is required to ensure safe delivery of health-related services. There is also a need for the medical and education communities to collaboratively plan, develop, implement, and evaluate a comprehensive program for the safe, effective transition from hospital to school as well as the ongoing inclusion of the child in the community school. This collaboration could be accomplished by involving school health nurses on a medico-educational team. A model coalition of medical and educational personnel is the statewide Coalition for Students Who Are Medically Fragile and Technologically Dependent in Alabama. (KS)

ED 369 614 RC 019 584

Young, Erin
Engineering the Classroom To Promote Inclusion.
PUB DATE- Mar 94
NOTE- 7p.; In: Montgomery, Diane, Ed. Rural Partnerships: Working Together. Proceedings of the Annual National Conference of the American Council on Rural Special Education (ACRES) (14th, Austin, Texas, March 23-26, 1994); see RC 019 557.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Kindergarten; *Mainstreaming; *Mild Disabilities; Primary Education; Program Evaluation; *Regular and Special Education Relationship; Rural Schools
IDENTIFIERS- *Inclusive Educational Programs; Joshua Independent School District TX; *Teacher Cooperation

In rural Joshua Independent School District (Texas), students with mild disabilities were included in regular kindergarten classrooms. The special education teacher and kindergarten teachers developed a program in which 5-year-old children who qualify for Preschool Programs for Children with Disabilities (PPCD) are placed in regular and developmental kindergarten classes and are served by regular and special education staff. Low-verbal children use augmentative devices to communicate in inhalation of contaminated air and dust and ingestion of contaminated water, food, soil, and dust. The most common source of lead exposure for preschool children is lead-based paint produced before 1940. School systems can play a proactive role in preventing lead poisoning by identifying and eliminating possible lead hazards in children's homes and in the school environment. In addition to local agencies, federal agencies can assist schools with the prevention of lead poisoning. These include the Centers for Disease Control and Prevention, HUD, National Lead Information Center, National Poison Control Center Hotline, and American Water Works Association. Appendices include a list of the effects of lead poisoning and a summary of studies concerning lead exposure and children. (LP)

ED 369 631 RC 019 601

Iverson, Landa J.; Pagni, Susan
Regionalized Parent and Staff Development: The Rural California Model (RRCM).
PUB DATE- Mar 94
NOTE- 8p.; In: Montgomery, Diane, Ed. Rural Partnerships: Working Together. Proceedings of the Annual National Conference of the American Council on Rural Special Education (ACRES) (14th, Austin, Texas, March 23-26, 1994); see RC 019 557. Map may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Delivery Systems; Elementary Secondary Education; Inservice Teacher Education; *Parent Education; Parent Participation; *Professional Development; *Rural Areas; *Special Education; Staff Development
IDENTIFIERS- *California; Comprehensive System of Personnel Development; *Coordinating Councils

The regionalization of the Comprehensive System of Personnel Development (CSPD) in special education provides an effective and cost-efficient means of delivering training to parents and professionals. Public Law 101-476, the Individuals with Disabilities Act, mandated that each state form a CSPD, primarily to prepare personnel to educate children with disabilities. California responded by forming a CSPD advisory committee as a mechanism for information, dissemination, comments, and funding of personnel development in special education. The state was divided into 12 regions, with each region forming a Regional Coordination Council (RCC). The 12 councils have membership from school personnel, community members, parents, institutions of higher education, and other educational advocates. Region H Coordinating Council is located in a rural, geographically and culturally diverse area, which creates additional challenges for developing parent and special education training. When establishing RCCs, states should consider political dynamics, geography, and cultural diversity of regions and the allocation and accountability of funds. In order for the council to be effective, an open interchange of parent and professional development is necessary. (KS)

ED 369 632 RC 019 602

Woodrum, D. T.; And Others
ADHD Training Modules for Rural Health Care Providers, Educators and Parents.
PUB DATE- Mar 94

Analysis of College Science Education Position Announcements.
PUB DATE- Mar 94
NOTE- 9p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Anaheim, CA, March 26-29, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *College Science; Educational Research; Higher Education; *Job Analysis; *Professors; *Science Education; Teacher Educators

The job announcements from August, 1992 through June, 1993 of "The Chronicle of Higher Education" were analyzed. Among the conclusions were: 112 different positions were advertised with science education being part of the job description. A total of 32 were exclusively science education, 53 were joint appointments with education (teaching other education courses), and 23 were joint appointments with a science discipline. Slightly more than 60% were tenure track positions, more than 20% did not identify if they were tenure track. Almost 33% of the announcements were for faculty to teach elementary science methods or graduate science education courses. Slightly more than 50% of the announcements identified supervision of student teachers responsibility and 33% expect publications. Almost 54% of the announcements specify dissertation is to be completed. Regarding rank, 33% specified assistant professor, 20% were assistant-associate, and 20% did not specify. (PR)

ED 369 651 SE 054 374

Polland, Mark
Scientific Visualization: A Synthesis of Historical Data.
PUB DATE- 94
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Concept Formation; Elementary Secondary Education; Science Education; *Science History; *Scientific Concepts; *Scientists; *Visualization

Visualization is the process by which one is able to create and sustain mental images for observation, analysis, and experimentation. This study consists of a compilation of evidence from historical examples that were collected in order to document the importance and the uses of visualization within the realm of scientific investigation. Descriptions of Archimedes, Edison, Newton, Tesla, Kekule, Einstein, Faraday, Hawking, and Galileo's use of visualization are described. (Contains 41 references.) (PR)

ED 369 652 SE 054 375

Science & Engineering Indicators--1993.
PUB DATE- 93
NOTE- 673p.; For the 1991 indicators, see ED 344 780.
LANGUAGE- English
EDRS Price- MF04/PC27 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

American folk dancer; (2) Joseph Gibbs, African-American gospel singer; (3) Andrea (Henry) Licciardello, auctioneer; (4) Adalbert (Al) Torop, Estonian-American painter and jewelry maker; (5) Albert Reeves, fisherman and hunter-guide; (6) Fenton Anderson, oyster planter; (7) Nina Kujdych, Ukrainian-American embroiderer; (8) Tom Brown, woodsman; and (9) Olga Fogg, quilter. Each section describes the life of the folk artist, presents an educational program, and suggests a curriculum outline. Five activities precede a course description and syllabus for folk life in the curriculum. A list of individuals and programs provides information on the participants in the Cumberland County Folk Arts in Education program. (CK)

ED 369 672 SO 023 327

National Action Plan for the Education of Girls, 1993-97.
PUB DATE- 93
NOTE- 47p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- At Risk Persons; Curriculum Development; Educational Administration; *Educational Improvement; *Educational Opportunities; Elementary Secondary Education; Equal Education; *Females; Foreign Countries; *Outcomes of Education; *Sex Differences; Sex Role
IDENTIFIERS- *Australia; *National Planning; National Policy

Developed through extensive consultation with girls, teachers, parents, interest groups, and individuals, the detailed advice for the Australian educational system represents a key developmental phase in the national policy setting process that commenced in 1986 to improve educational outcomes for girls. A review of the national policy precedes descriptions of its purpose, structure, and implementation. Eight priorities for action by schools and educational systems clearly define the issues that emerged from the consultations: (1) examine the construction of gender; (2) eliminate sex-based harassment; (3) improve the educational outcomes of girls who benefit least from schooling; (4) address the needs of girls at risk; (5) reform the curriculum; (6) improve teaching practice; (7) broaden work education; and (8) change organization and management practices. Along with each of the eight priorities are key strategies for achieving the priority, questions for schools, and system-level indicators. An overview of the educational achievement of girls from other reports comprise the next section. The final section focuses on the utilization of the experience of girls for this commissioned report. A list presents the 16 members of the review committee. (CK)

ED 369 673 SO 023 336

Gage, Susan
Food & Environment. Teaching Global Issues.
SPONS. AGENCY- Canadian International Development Agency, Ottawa (Ontario).
PUB DATE- 89
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Collected Works - Serials (022)

ED 369 692 SO 023 792

Stewart, Rohn
A General Survey of Religious Concepts and Art of North, East, South, and West Africa.
PUB DATE- Jun 92
NOTE- 11p.; Paper presented at the Annual Meeting of the National Art Education Association (Kansas City, KS, 1990).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Area Studies; *Art; *Art Education; *Cultural Background; Foreign Countries; Higher Education; Interdisciplinary Approach; Multicultural Education; *Religion; *Religious Cultural Groups
IDENTIFIERS- *Africa

This paper, a summary of a multi-carousel slide presentation, reviews literature on the cultures, religions, and art of African people. Before focusing on West Africa, highlights of the lifestyles, religions, and icons of non-maskmaking cultures of North, West and South African people are presented. Clarification of West African religious concepts of God, spirits, and magic and an examination of the forms and functions of ceremonial headgear (masks, helmets, and headpieces) and religious statues (ancestral figures, reliquaries, shrine figures, spirit statues, and fetishes) are made. An explanation of subject matter, styles, design principles, aesthetic concepts and criteria for criticism are presented in cultural context. Numerous examples illustrated similarities and differences in the world views of West African people and European Americans. The paper closes with a description of the influence of West African art on the art of Europe and Americas, and a listing of African-American artists who produce works in an Afro-centric genre. Western derivatives of African art listed include cubism and intellectual primitivism, emotional primitivism, subconscious primitivism, romantic primitivism, the child cult, primitivism in modern art, Dada, surrealism, expressionism and abstract expressionism, action painting, environmental art, Naif art, and the art of many listed artists in the Afro-centric area and in naive, visionary, intuitive, and folk art. A 16-item bibliography is included. (DK)

ED 369 693 SO 023 793

Rogers, Paul
Education for Peace in the Classroom--Curriculum Development Strategies and Materials: A Case Study from Ireland. Peace Education Miniprints No. 24.
PUB DATE- Nov 91
NOTE- 19p.; For related miniprint, see ED 358 006.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Curriculum Development; Educational Research; Elementary Secondary Education; Foreign Countries; Instructional Materials; Teaching Methods

point for research and discussion with information that enables students to identify patterns of culture and geography. In the first section, details on Africa and Cameroon provide information that can be personalized for each class depending on ages, other subjects being studied, and students' abilities and interests. The second section utilizes questions to encourage students to look beyond the differences in Cameroonian society and culture and focus on the similarities with their own communities. Produced and available from the World Wise School Office, a videotape, "Destination: Cameroon," compliments this section and offers additional instructional material. The third section includes 11 activities and 9 worksheets to give students an opportunity to learn more about Cameroon through research, by working in teams, and by problem solving. The final section lists 38 additional resources on Cameroon and Africa and 13 African studies resource centers. Maps of Cameroon, Africa, and the world show country locations and countries where Peace Corps Volunteers serve. (CK)

ED 369 712   SO 023 944

Walker, Amy B.
Making the Most of World Wise Schools: An Activity Guide for Teachers.
PUB DATE- 93
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cultural Activities; *Cultural Awareness; Cultural Differences; Cultural Images; Elementary Secondary Education; Geography; *Intercultural Programs; Learning Activities; *Multicultural Education; Social Studies
IDENTIFIERS- *Peace Corps; *World Wise Schools

Developed as a study guide for teachers and students participating in the Peace Corps' World Wise Schools program, the primary purpose of this document is to enhance correspondence with a Peace Corps Volunteer and to help students gain a greater understanding of a different culture and region of the world. The activities encourage students to examine their own culture as well as to identify similarities and differences that exist among cultures. The five fundamental geography themes of location, place, relationships with places, movement, and regions are the focus of the activities. Within each section, suggestions identify the academic levels by lower grades, middle grades, or upper grades for a variety of activities. Thirteen worksheets and handouts coincide with certain activities and appear in the activity worksheet section at the end of the guide. Suggestions for ways to involve a Peace Corps Volunteer in classroom activities and for possible questions to ask in letters identify ways to increase classroom participation. A section for teachers contains research and ideas on multicultural awareness and the environment authored by teachers who have been involved in the World Wise Schools programs. Lists of 14 bibliographic items, 15 environmental organizations, and 9 U.S. government agencies provide further information about global topics. (CK)

ED 369 713   SO 023 945

The History of Education in North Carolina.
PUB DATE- 93
NOTE- 29p.

(LL)

ED 369 732   SP 035 153

Pickett, Anna Lou; And Others
Using Paraeducators Effectively in the Classroom. Fastback 358.
PUB DATE- 93
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-
  Classroom Use (For Administrative and Support Staff, and for
  Teachers, Parents, Clergy, etc. in Non-Classroom situations)
  (055)
DESCRIPTORS- Administrator Role; *Classroom Techniques;
  Elementary Secondary Education; Higher Education;
  *Instructional Effectiveness; *Paraprofessional School
  Personnel; *School Administration; Self Evaluation
  (Individuals); Staff Role; *Supervision; Teacher Evaluation;
  Teacher Role; Training Methods

Paraprofessionals in education have become specialists, who are more accurately described as paraeducators. Paraeducators work alongside their professional colleagues and participate in the delivery of instruction and related services. This pamphlet provides information about strategies that can improve the deployment, supervision, and training of paraeducators. The pamphlet describes the role of district-level personnel, principals, and teachers in establishing paraeducator programs; clarifies the role of the paraeducator and the supervising teacher; provides a sample paraeducator job description; offers suggestions on daily supervision of the paraeducator; outlines important lesson plan components; provides a list of self-evaluation questions for the paraeducator; offers guidelines for training paraeducators through orientation, inservice training, and on-the-job training; and discusses evaluating paraeducator performance and evaluating teacher supervision of paraeducator performance. The pamphlet concludes with a list of five suggested readings. (JDD)

ED 369 733   SP 035 154

Kurth, Ruth J.
Using Faculty Peers To Improve Instruction in Diversified College
  Classrooms.
PUB DATE- Apr 94
NOTE- 20p.; Paper presented at the Annual Meeting of the American
  Educational Research Association (New Orleans, LA, April 4-8,
  1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
  (150),Reports - Research/Technical (143)
DESCRIPTORS- Behavior Change; Classroom Observation Techniques;
  *College Instruction; Collegiality; *Cultural Differences;
  Extension Education; Higher Education; Instructional
  Effectiveness; *Instructional Improvement; Interprofessional
  Relationship; Mentors; Nontraditional Students; Peer
  Relationship; *Peer Teaching; Professors; Teacher Attitudes;
  Teaching Methods; *Teaching Models
IDENTIFIERS- *Diversity (Student)

This study developed and tested a model for using peer coaching to improve college instruction of culturally diverse students. The model's four elements include: change based on collegial relationships combined with peer interactions; dealing with

Three Models for Teaching and Learning.
PUB DATE- 91
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Change; Educational History; Elementary Secondary Education; Higher Education; Instruction; *Instructional Design; Mentors; Student Development; Teacher Characteristics; *Teacher Effectiveness; *Teacher Role; *Teaching Models; *Teaching Skills; *Theories

The theoretical model of a good teacher has evolved through three stages: (1) the subject-matter model, which was predominant in the 19th century and through the 1930s; (2) the trait-factor model, which accompanied the "baby boom" era of the 1950s and 1960s; and (3) the instructional design model, whose development paralleled the emergence of the global economy of the 1980s. In the subject-matter model, the teacher was perceived as a scholarly, cultured mentor, who devoted his or her life to inspiring young people to develop a love of learning. Later, according to the trait-factor model, in addition to being a mentor the teacher became a facilitator of personal and social growth, with emphasis on identifying the qualities of teachers who can nurture a child's total development. The instructional design model subsequently represented a shift from a psychology of learning to a psychology of instruction, with the teacher focusing on how to improve individual students' performance by employing a combination of human and technological resources. The paper concludes that there have been many undergraduates who initially appeared to be poor prospects for teaching but by dint of conscientious effort in their teacher education program have gone on to become both systematic and humanistic teachers. (Contains approximately 55 references.) (JDD)

ED 369 753 SP 035 198

Clarken, Rodney H.
Education of Teachers in Field Settings: A Case Study.
PUB DATE- Apr 94
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Improvement; Elementary Secondary Education; *Evaluation Criteria; *Field Experience Programs; Higher Education; *Preservice Teacher Education; Role Perception; Student Development; *Teacher Education Curriculum; Teacher Education Programs; Teacher Role; Teaching Skills
IDENTIFIERS- *National Council for Accreditation of Teacher Educ; *Northern Michigan University; Preservice Teachers

The efforts of the teacher education program at Northern Michigan University (NMU) to improve the education of teachers in field settings are described, using criteria of the National Council for Accreditation of Teacher Education (NCATE) related to field experience programs. The paper discusses how the NCATE criteria are met or exceeded through the careful selection of sites, provision of various types of experiences, supervision, Surveys; Preschool Education; Schools of Education; State Legislation; State Licensing Boards; State Programs; *State Standards; Student Teaching; *Teacher Certification; *Teacher Recruitment; Violence

IDENTIFIERS- American Association of Colleges for Teacher Educ; *United States

This publication updates information from prior surveys of the 50 states and the District of Columbia in the areas of: (1) requirements for regular licensure (standards an individual must meet to be issued an initial or advanced teaching credential); (2) requirements for licensure--emergency or shortage-driven (the process by which a person who does not meet requirements for a regular license may be hired to fill a classroom vacancy when there is a shortage of qualified personnel); (3) requirements for licensure--alternative programs (information on routes to be taken by nontraditional students that provide accelerated preparation for teaching); (4) standards boards (any official state entity that may recommend or establish standards for program approval and for the issuance of licenses); (5) minority teacher recruitment (state-sponsored studies, proposals, legislation, or programs that address the problem of a decline in the number of minorities entering the teaching profession); (6) teacher education review and study (state-sponsored studies, proposals, legislation, or programs that address teacher education standards, issues, or trends); and (7) response to violence (efforts states have made on statewide and local levels to address increasing violence in schools). Also, state requirements for entry to and exit from teacher preparation programs are clarified. (LL)

ED 369 772 SP 035 223

Driscoll, Marcy P.

Psychology of Learning for Instruction.

PUB DATE- 94

NOTE- 409p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Behaviorism; Biological Influences; *Cognitive Restructuring; *Constructivism (Learning); Developmental Stages; Educational Practices; Elementary Secondary Education; Higher Education; Instruction; *Learning Motivation; *Learning Processes; Learning Strategies; Preservice Teacher Education; *Psychoeducational Methods; Teacher Education Curriculum; Teaching Methods; Textbooks; *Thinking Skills

IDENTIFIERS- *Reflective Practice

This cognitively-oriented book focuses on learning and instruction. Specific applications and implications of learning theories are discussed and examples are drawn from educational situations and educational problems. Theoretical concepts are illustrated in concrete terms and a wide variety of examples are provided. The text embodies a theme of reflective practice designed to foster critical and reflective thinking when considering any particular approach to learning and instruction. Following an introductory section, the volume is organized into six parts. In the first part, the behaviorist perspective on learning is presented. The cognitive perspective on learning is the subject of part two, which includes chapters on the information processing model of cognition, schema

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Achievement; Annotated Bibliographies; Cognitive Tests; Higher Education; High Schools; *Italian; *Language Proficiency; Language Skills; *Language Tests; *Second Language Learning; Student Evaluation
IDENTIFIERS- Test Bibliographies; Test Collection (Educational Testing Service)

The six tests cited in this bibliography are used to assess students' knowledge of Italian as a second language. The tests are primarily geared toward higher education or used to grant credit-by-examination. Several of them are from foreign sources. This document is one in a series of topical bibliographies from the Test Collection (TC) at Educational Testing Service (ETS) containing descriptions of more than 18,000 tests and other measurement devices prepared by commercial publishers, teachers, educational institutions, professional associations, departments of education, counselors, etc. Each description contains the following basic information: TC Accession Number (a six-digit identification number assigned by the Test Collection); the title of the instrument; personal or institutional author; year of publication or copyright; availability source; grade level for which test is suitable; age level for which test is suitable; and abstract. Other information, which is provided when known, includes subtests, number of test items, and time required to complete the test. Information on accessing the Test Collection via Internet concludes the document. (RMB)

ED 369 792 TM 020 746

Algebra Tests. Annotated Bibliography of Tests.
PUB DATE- Aug 91
NOTE- 31p.; Supersedes March, 1990 edition.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Achievement Tests; *Algebra; Annotated Bibliographies; Basic Skills; Cognitive Tests; *Diagnostic Tests; Higher Education; Mathematics Achievement; *Mathematics Tests; Secondary Education; Student Evaluation
IDENTIFIERS- Test Bibliographies; Test Collection (Educational Testing Service)

The 52 tests cited in this bibliography are geared to students in grade 7 and above. This bibliography also includes descriptions of item banks and test batteries in which algebra is one of several subjects being assessed. Although grades 1 through 12 are represented, the tests are primarily designed for grades 7 and above, including adult-level. This document is one in a series of topical bibliographies from the Test Collection (TC) at Educational Testing Service (ETS) containing descriptions of more than 18,000 tests and other measurement devices prepared by commercial publishers, teachers, educational institutions, professional associations, departments of education, counselors, etc. Each description contains the following basic information: TC Accession Number (a six-digit identification number assigned by the Test Collection); the title of the instrument; personal or institutional author; year of publication or copyright; availability source; grade level for which test is suitable; age level for which test is suitable; and abstract. Other information, which is provided when known, includes subtests, number of test items, and time required to complete the test. Information on accessing the Test Collection methods of learning that are transforming higher education teaching and learning and at some issues in quality control that arise from these rapid changes. The author notes that in the past new methods have often mistakenly been hailed as the panacea of current educational problems but have been applied on a relatively small scale. However, now though the innovations are not "new," they are possible on a much larger scale and combine with many pressures on higher education to create a significantly different learning environment on an unprecedented scale. The pressures raise issues of quality and set the agenda for a new kind of delivery in which consistency is particularly important. In examining how changes will be made on such a large scale the paper suggests that departments and institutions, rather than individual teachers, will take greater control of teaching methods. The new learning environment will require seven specific components and seven specific changes outlined in the paper. Regarding the question of funding, the paper suggests that a public, coherent strategy must exist on which to make judgements about the effectiveness of change. Established processes are being challenged and new validation methods may be required. (JB)

ED 369 348 HE 027 387

Flachmann, Kim; Pluta, Kate
Building Bridges: Articulating Writing Programs between Two-and Four-Year Colleges.
PUB DATE- 16 Oct 93
NOTE- 11p.; Paper presented at the 1993 College Teaching and Learning Exchange Conference (San Jose, CA, October 16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; *Articulation (Education); College Students; Community Colleges; Evaluation; Freshman Composition; Higher Education; *Intercollegiate Cooperation; State Universities; Student Placement; Transfer Students; Two Year Colleges
IDENTIFIERS- *Bakersfield College CA; *California State University Bakersfield

Two faculty members from a California community college and a nearby state university worked together to articulate placement and assessment procedures in writing courses at the two institutions to better serve students transferring from one to the other. Historically the institutions, Bakersfield College (California) (BC) and California State University, Bakersfield (CSUB) had established hostile relations and independent placement and assessment standards which did not best serve their students. The project's goal was to learn more about each school's programs particularly in assessment for placement, developmental standards, freshman composition standards, and proficiency standards for the two-year and four-year degrees. In addition English as a Foreign Language and special problems of minority language speakers became topics of discussion. The schedule of seminars with faculty at both schools covered five aspects of the writing programs: (1) placement agreements, (2) developmental English standards, (3) Freshman composition standards, and (4) lower division exit exams, and (5) proficiency standards. The project held two sessions for each phase, one at each campus and a joint workshop off-campus to explore issues arising from the campus sessions. Seventy percent of CSUB and 90 percent of BC department faculty and phases, major components of funding methods for general operations, budget request formula components and funding histories, funding methods for special purposes, distribution techniques when budget requests are not fully funded, processes for estimating self-generated revenues, budget control/budget flexibility, and years that basic methods for budgeting were adopted and years of last major revisions. The state profiles then present similar data for four-year and two-year colleges and universities in each of the following states: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia. (JDD)

ED 369 368 HE 027 407

Redd, Kenneth E.
The Effects of Higher Loan Limits and Need Analysis Changes on FFELP Borrowing in Pennsylvania, July to December 1992 to 1993.
PUB DATE- Apr 94
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Educational Change; Educational Legislation; *Eligibility; Federal Legislation; *Federal Programs; Higher Education; *Income Contingent Loans; *Need Analysis (Student Financial Aid); Paying for College; *Student Loan Programs
IDENTIFIERS- Family Education Loan Program; *Higher Education Act Amendments 1992; *Pennsylvania

This study examined the effects of the Higher Education Amendments of 1992 on Federal Family Education Loan Program (FFELP) borrowing in Pennsylvania during the July-to-December periods of 1992 to 1993. The Amendments increased the annual borrowing limits for the Federal Stafford loans and Federal Supplemental Loans for Students (SLS), eliminated the PLUS loan limits, eliminated home and family farm equity from consideration for financial eligibility for Stafford Loans, and allowed families with gross annual incomes of less than $50,000 to use a simplified needs test to determine their financial eligibility. During the study period, the number of Stafford Loan borrowers rose by 18 percent, the number of subsidized borrowers increased by 26 percent, and loan volume grew by 38 percent. SLS borrowing grew by over 72 percent, and loan dollars increased by nearly 133 percent. PLUS borrowing grew by 31 percent and dollars increased by 64 percent. The number of lower-income and middle-income unsubsidized borrowers fell dramatically as these students became eligible for subsidized loans, while the number of unsubsidized borrowers from upper-income families grew. Analysis suggests that changes in need analysis have allowed students to borrow more than they actually need to meet the costs of education. The increases in borrowing will lead to more borrowers graduating from postsecondary institutions with larger debt burdens, which may lead to rising numbers of loan defaults. (JDD)

ED 369 369 HE 027 408

Huffman, Dennis, Ed.
Experience America: A Guide to Enhancing the Process of Living and Learning in the United States for Jefferson Fellows and Associates with the U.S. Agency for International Development.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC.

planning in the curriculum, as well as to provide information about the distance education technology options available for school districts in the Northwest states of Alaska, Idaho, Montana, Oregon, and Washington. The following areas are covered: satellite television, two-way audio; satellite television only; broadcast and cable television; computers; telecommunications; other distance education assistance; information resources; and a curricular cross-reference. Each section contains descriptions of the services with a contact name and address. Information about planning, decisionmaking, and evaluation as well as a glossary of terms are appended. (JLB)

ED 369 387   IR 016 616

Montanez, Pablo
Helping Kindergarten-Fifth Grade Open Library Programs Develop Strategies for Improving Parent Staffing.
PUB DATE- Dec 93
NOTE- 116p.; Master of Science Practicum report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Education; *Family School Relationship; Interviews; Learning Resources Centers; *Library Services; Parent Associations; *Parent Participation; Parent Role; Parent Student Relationship; Questionnaires; School Community Programs; School Community Relationship; *School Involvement; *School Libraries; Surveys

This project was developed and implemented to improve an open library program by increasing parent involvement. Through initial surveys, questionnaires, and the author's personal experience, it was determined that the problems experienced by parents, teachers, administrators, and students in the open library program were due to the ineffectiveness of involving parents. By means of surveys, interviews, research, and meetings with administrators, staff, parents, and students, the author with the help of a task committee developed strategies to increase parent participation in the open library program. All the program objectives were met with the target group improving dramatically in all areas. The objectives for the program were: to increase the attitudes of teachers toward the open library program, increase the number of students participating in the program, increase the number of parents reading to children, to have at least 50 percent of the 650 students read or be read to by parents a minimum of 25 books, to train parents reading to children in inferencing questioning, to increase parent volunteerism school-wide. (Appendices include a pre- and post-survey cover letter and questionnaire to faculty members and parents, a pre- and post-questionnaire to students, pre- and post-comments by faculty members, parents and students, library parent reading log, student/parent sign-in log, reading record form, and an inferencing questions evaluation form.) (Contains 14 references.) (Author)

ED 369 388   IR 016 618

Gardner, John; And Others
Personal Portable Computers and the Curriculum. Practitioner MiniPaper 13.
PUB DATE- 94
NOTE- 63p.

Education; *Information Networks; Preservation; Professional Associations; *Publishing Industry; Research Libraries; *Technological Advancement
IDENTIFIERS- Association of Research Libraries; Electronic Books; Electronic Journals; *Information Age; Scholarly Communication; *University Presses; Virtual Libraries

This volume contains the proceedings of the third joint symposium of the Association of Research Libraries (ARL) and the Association of American University Presses (AAUP). The following papers were presented: "Opening Remarks for the ARL-AAUP Symposium" (Lisa Freeman); the keynote address, "We're All in this Together, Aren't We?" (Bruce Sterling); "The Library as Mind" (D. Kaye Gapen); "The Virtual Library; an Index Whose Time Has Passed" (James J. O'Donnell; "Historical Visions and Modern Revisions of Virtual Knowledge" (Eugene Vance); "Digital Preservation, Restoration, and Dissemination of Medieval Manuscripts" (Kevin Kiernan); "Chaucer in 2001" (Mary Wack); "Gatekeepers of Memory: Issues in the Chinese Efforts to Organize Their Textual Legacy" (Michael Fuller); "Gate-Keeping A Garden of Etext Delights: Electronic Texts and the Humanities at the University of Virginia" (David Seaman); "Image Use in Art-Historical Practice" (Michael Ester); "The Economics of Electronic Publishing: Some Preliminary Thoughts" (Colin Day); "Fighting Infotainment: The Nonprofit Sector's Responsibility in an Online World" (Michael Jensen); "Will it Scale Up? Thoughts ABout Intellectual Access in the Electronic Networks" (David Blair); "Copyright" (Peter Givler); "The Role of Subsidiary Rights in Scholarly Communication" (Janet Fisher); "Repertory Licensing in a University Environment" (Isabella Hinds); "Why are There Still Lines at the Teller Windows? Copying With the Information Revolution on Campus" (David Hoekema); and "Redesigning, Not Reinventing, Encyclopaedia Britannica" (Joseph J. Esposito). Ten project reports are followed by a summary of the symposium by Jinnie Davis and a description of a tour of the University of Virginia library by Karen Marshall, (JLB)

ED 369 408 IR 054 988

Iowa Governor's Pre-White House Conference on Library and Information Services Proceedings (Des Moines, Iowa, April 30-May 2, 1991).
PUB DATE- 91
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Access to Information; Adult Literacy; Elementary Secondary Education; Financial Support; Information Literacy; Information Technology; Learning Resources Centers; Library Administration; Library Cooperation; Library Networks; Library Planning; *Library Services; Library Standards; Library Technicians; Preservation; Publicity; Public Libraries; School Libraries; *State Libraries; Telecommunications; User Needs (Information)
IDENTIFIERS- Iowa; Library Funding; National Research and Education Network; *White House Conference Library Info Services

This proceedings from the 1991 Iowa Governor's Pre-White House Conference on Library and Information Services contains a conference overview; a list of conference delegates; the conference program; national, state, and local recommendations made at the conference; and the keynote address by Nicky Stanke. The following issues were addressed in the national recommendations: the National Research and Education Network a thematic approach and interdisciplinary milestone group projects are used to ensure integration across the curriculum; (4) each faculty member developed an exhaustive lesson plan that included resources, objectives, and activities, and the collected lessons plans were fine tuned and developed into one master program; (5) key learning objectives were established early in the project and used as a foundation for subsequent work; and (6) instructional time is divided between structured work with teachers and less structured activities involving student teams. Appendixes provide additional detail on the PSTCC program. (ECC)

ED 369 427   JC 940 229

Hilyer, Gail M.
Higher Education in the Northwest Territories: Different Systems, Different Perspectives.
PUB DATE- Oct 93
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; College Environment; *Distance Education; Educational Objectives; *Educational Policy; *Educational Practices; Environmental Scanning; Foreign Countries; General Education; Higher Education; *Institutional Characteristics; Organizational Climate; Sociocultural Patterns; Vocational Education
IDENTIFIERS- *Northwest Territories

Postsecondary education in the Canadian Northwest Territories is currently the responsibility of a single, multicampus institution, Arctic College. The college serves a population of 58,000 people, representing 7 cultures and languages and living in 3 time zones, in a geographical area that comprises one-third the land mass of Canada. While universities in the "southern" provinces have long focused research on the Canadian Arctic and serve some residents of the Territories through distance or in-person education, Arctic College is the primary source of adult literacy education; trades training; and human services and business education, including employment enhancement skills training. Arctic College currently has headquarters in Yellowknife and six campuses. In response to recent political decisions, which will separate the Territories into two distinct political entities, Arctic College itself is separating into two distinct postsecondary institutions, with two headquarters, one in Iqaluit and one in Fort Smith, effective April 1994. The challenges to those responsible for higher education in the Territories requires serious creativity to enable the colleges to work within a complex framework of emerging self-determination, community-based services, changing governance, and finite economic resources. This report provides background information on the economy, demographics, and availability of higher education in the Northwest Territories, a brief discussion of organizations involved in research on the Northwest Territories, a history of Arctic College, and a discussion of future concerns. (Contains 70 references.) (Author/ECC)

ED 369 428   JC 940 235

Yantz, Patricia M.; Bechtold, Charles
Part-Time Faculty: Here Today, Not Gone Tomorrow, or Professional Development of Part-Time Faculty and the Changing Role of

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Faculty; College Planning; Community Colleges; Institutional Mission; Student Characteristics; *Student Needs; *Teacher Characteristics; *Teacher Qualifications; Teacher Role; *Teacher Selection; Two Year Colleges
IDENTIFIERS- Montgomery College TX

Hiring the faculty best suited to meet the changing demands of the 1990s is one of the most important tasks facing the administrative and faculty leadership at community colleges. In an effort to fill a significant number of faculty positions at Montgomery College (MC), a new college in Texas, the college has purposefully defined the challenges it faces, the types of students expected to be served, and the kind of faculty needed to effectively serve these students. The students that MC expects to serve can be viewed along a spectrum of preparation. Underprepared students typically make up around half of a community college's student population, and these students require flexibility in instructional methods to ensure that all students acquire college-level skills. MC also expects considerable numbers of college-ready students who will need advanced data management, problem-solving, and communication skills to compete in the modern work force, as well as well-prepared students and adult learners, requiring a curriculum that allows them to excel and achieve at very high levels. Qualifications that faculty will need to serve these students include strong preparation reflecting continuous updating, ability to communicate expected outcomes to students and encourage student evaluation of instruction, commitment to student retention, awareness of alternative methods of instruction and current technology, and being comfortable with non-traditional educational settings. (BCY)

ED 369 445 JC 940 272

Roueche, John E.; Roueche, Suanne D.
Climbing Out from Between a Rock and a Hard Place: Responding to the Challenges of the At-Risk Student.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Mar 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Community Colleges; Educationally Disadvantaged; *Educational Strategies; *High Risk Students; *Remedial Programs; *School Holding Power; School Orientation; Student Adjustment; Student Attrition; Two Year Colleges

The 1993 book, "Between a Rock and a Hard Place: The At-Risk Student in the Open-Door College," provided a status report on community college responses to at-risk students, or students who possess academic, social, and economic problems that challenge their success in college. In addition to providing a brief history of at-risk programs and literature and research reviews, the book highlighted 12 exemplary community college programs. Although the programs served different at-risk populations, they shared numerous policy and procedural characteristics. These characteristics, and their implications, can be condensed into the following nine recommendations: (1) pre-enrollment activities should be proactive, offering skills testing to potential students in elementary or high school and occupational testing to adults; (2) orientation should be

ED 369 463 JC 940 294

Hooktwith, Nancy; And Others
Learner Support Strategies: An Integrated Approach.
PUB DATE- Jun 93
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classroom Techniques; Community Colleges; Foreign Countries; Instructional Effectiveness; *Learning Activities; *Learning Strategies; *Student Motivation; Teacher Effectiveness; *Teaching Methods; Two Year Colleges

Developed by instructors in Centennial College's Early Childhood Assistance Program, this booklet suggests 12 strategies for helping students become active, responsible, independent learners. For each strategy, the booklet presents a brief description, a research- or practice-based rationale for the strategy, details on how the strategy is implemented, and, in most cases, sample forms, exercises, or instructional materials. The strategies are: (1) orientation activities prior to the beginning of classes; (2) presentation of problem scenarios related to challenges faced during the first weeks of class (e.g., finding the first class) that students must solve in small groups; (3) student assignment of worth or relevance to learning activities; (4) learning contracts; (5) curriculum-based vocabulary building; (6) guided note taking; (7) cooperative studying; (8) 6-4-2, a strategy that begins with the teacher dividing the class into groups of six to work on a series of tasks with three members of the students doing the task and the other three providing feedback and questions; and as the semester progresses, reducing the group sizes to four and then two students; (9) the use of various methods of checking in with students at different points during the semester to assess their progress and satisfaction; (10) the use of a checklist and interview to provide students with feedback on their classroom performance early in the semester; (11) teacher acknowledgement of students' actions or efforts that will assist them in becoming successful students; and (12) student records of their grades on assignments. Contains 17 references. (KP)

ED 369 464 JC 940 295

Lawson, Joan Kenny
Instructors as Investors: A Collegial Conspiracy To Improve Classroom Instruction.
PUB DATE- Feb 94
NOTE- 9p.; Paper presented at the Annual International Conference for Community College Chairs, Deans, and Other Instructional Leaders (3rd, Phoenix, AZ, February 23-26, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Collegiality; Community Colleges; Computer Assisted Instruction; Computer Uses in Education; *Faculty Development; Inservice Education; Interactive Video; *Interprofessional Relationship; *Organizational Climate; Professional Continuing Education; *Professional Development; Quality of Working Life; Staff Development; Teacher Improvement; Two Year Colleges

teacher education in the two countries. Next, examples are provided of the ways that the evaluation process itself effected change in the teacher education programs, and issues raised through the evaluation are highlighted. Two major questions concerning the meaning of teacher education becoming part of the university in Sweden and clarification of the purposes of evaluation in Sweden are raised, and recommendations for answering the questions conclude the report. (AC)

ED 369 481 PS 021 848

HIPPY: Home Instruction Program for Preschool Youngsters. Proceedings of the HIPPY International Research Seminar (1st, Jerusalem, Israel, December 16-19, 1991).
PUB DATE- Jul 93
NOTE- 48p.; Co-sponsored by the Averroes Foundation, Amsterdam, The Netherlands.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Comparative Education; *Educationally Disadvantaged; Educational Research; Followup Studies; Foreign Countries; *Home Instruction; Longitudinal Studies; Management Information Systems; *Parents as Teachers; *Preschool Education; *Program Effectiveness
IDENTIFIERS- Israel

The first international research seminar based on the Home Instruction Program for Preschool Youngsters (HIPPY) brought together researchers involved in national studies relating to HIPPY, educators, policy planners, and HIPPY staff. This seminar proceedings begins with the opening remarks of Chaim Adler, Benjamin Amir, Avima Lombard, and Tonny van den Berg. Next, reports by eight HIPPY participants are presented, including: (1) Sevda Bekman, who described longitudinal and follow-up studies of HIPPY in Turkey; (2) Mervyn Skuy, who discussed the effectiveness of HIPPY within two disadvantaged communities in South Africa; (3) Lotty van den Berg-Eldering, who discussed the methodology of research involving Dutch, Surinamese, Turkish, and Moroccan mothers and their 4-year-old children; (4) Pieter Appelhof, who reported on a study to evaluate Holland's Educational Priority Policy, which targets deprived areas; (5) Dan Davis, who detailed an evaluation of HIPPY conducted in Israel in the late 1970's; (6) Chaya Piotrkowski, who described the HIPPY Research Consortium in the United States and evaluated three U.S. HIPPY programs; (7) Raymond Collins, who described the HIPPY computerized Management Information System (MIS); and (8) David Weikart, who reviewed studies of the long-term impact of preschool projects. The next sections summarize group discussions, subjects for further study, and possibilities for shared research. The proceedings concludes with a summary of decisions and list of participants. (AC)

ED 369 482 PS 021 852

Tregenza, Ann
Community of the Twenty-First Century.
PUB DATE- Sep 93
NOTE- 23p.; Paper presented at the European Conference on the Quality of Early Childhood Education (3rd, Kriopigi, Greece, September 1, 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

Language policy in Australia has evolved in three phases, with three kinds of argumentation prevailing in public attitudes. In the first phase (1945 to the mid 1970s), maintenance of the first language by non-English-speaking-background (NESB) immigrants was considered a hindrance to assimilation and educational achievement, and thus abandonment of the first language was encouraged. In the second phase (beginning in the mid-1970s), first language maintenance came to be seen as a right, either for protection of cultural identity or for educational equity. Although this view remained controversial, Australia's first bilingual education programs were developed during this phase. In the third phase (late 1980s), bilingual education was seen as beneficial not only to NESB students but also to English-speaking-background (ESB) students, for whom knowledge of a second language was considered economically advantageous. For advocates of bilingual education, this argument has the drawback that it restricts the range of languages supported to those considered advantageous to ESB students. Recommended policy changes are: (1) wider enrollment of ESB students in bilingual programs (also, deliberate inclusion of "third language" students, which, along with first language maintenance, has been found to strengthen bilingual programs); (2) education of parents about bilingualism; (3) improvement of assessment within bilingual programs; (4) greater emphasis in policy justification on the benefits of bilingual education for Australian society as a whole. (ME)

ED 369 501 PS 022 058

Myers, Robert G.
Early Childhood Development Programs in Latin America: Toward Definition of an Investment Strategy. A View from LATHR, No. 32.
PUB DATE- Aug 92
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Child Development; *Child Health; Child Welfare; Community Involvement; Cooperation; *Developing Nations; *Developmental Programs; *Early Childhood Education; *Educational Strategies; Foreign Countries; International Programs; Investment; Nutrition; Public Policy; School Readiness; Social Development
IDENTIFIERS- Colombia; Integrated Services; *Latin America; Philippines; Turkey; World Bank

This paper presents a general rationale for investing in early childhood development (ECD) in Latin America that derives from scientific evidence about the importance of the early years in the formation of intelligence, personality, and social behavior. This rationale argues that the economic returns of ECD programs can be quite high (through increased productivity, cost savings, and potential employment effects), that inequalities can be moderated, and that children have a right to develop in a healthy way. Evidence from Latin America and elsewhere shows that programs designed to improve children's health, nutrition, and psychological condition in their preschool years can affect significantly children's development and readiness for school. A sound program strategy for ECD should include: (1) an initial assessment of the condition of children; (2) a search for ways to integrate child development components into ongoing education, health, and nutrition programs; (3) an emphasis on training and communication; (4) collaboration among governments, non-governmental

Elementary Education; *Elementary School Students; Ethnography; Hispanic Americans; Interpersonal Relationship; Peer Relationship; *Play; *Playground Activities; *Sex Differences; Teacher Attitudes; Whites

This paper examines the observable play behaviors of elementary school students to determine how children interact within and among cultural groups. Observations were conducted during the recess period at an urban elementary school attended by 623 boys and girls age 6 through 12. Recess periods and play areas were segregated by grade and sex. Data were collected through observations of playground behaviors and interviews of playground duty teachers. Results indicated that boys tended to engage in more rough and tumble play, whereas girls tended to engage in more passive activities such as jumping rope. Older boys tended to exclude younger boys from games they were playing, whereas older girls tended to include younger girls in their activities. Asian students kept to themselves more than any other group, often excluding non-Asians from their activities. Blacks, Hispanics, and Whites tended to mix freely and play in non-segregated groups. (MDM)

ED 369 522 PS 022 251

Hardy, Clydean; And Others
Observations of Instructional Time in Kindergarten Classrooms: Suggestions for Improvement.
PUB DATE- Nov 93
NOTE- 13p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Kindergarten Children; *Large Group Instruction; *Preschool Teachers; Primary Education; Scheduling; *Small Group Instruction; Student Behavior; *Teacher Student Relationship; *Time Factors (Learning); Time Management; Time on Task
IDENTIFIERS- Developmentally Appropriate Programs

This study examined 10 kindergarten teachers' use of instructional time to determine its relationship to student learning. Data were collected through classroom observations of student time-on-task and teacher-student interactions at 3-minute intervals over the course of 2 half-hour sessions with each teacher and his or her pupils. It was found that, out of the 200 observational intervals, large group activities occurred 157 times and small group activities occurred 34 times. A total of 46 instances of unoccupied children were recorded, as well as 71 instances of time spent making transition from one activity to another. Though variation existed in student grouping, whole-group instruction was most common. As a result, teacher-student interaction was most frequent during whole group instruction. Findings suggest that developmentally appropriate practices may not be commonplace in kindergarten programs. (Contains 17 references.) (MDM)

ED 369 523 PS 022 255

Dultz, Ron
Educating the Entire Person.
PUB DATE- 93
NOTE- 105p.
LANGUAGE- English

IDENTIFIERS- *Continuous Assessment

This paper presents a comprehensive, curriculum-based assessment (CBA) system for preschool education programs. Central to this system, entitled Continuous Assessment and Monitoring of Preschool Progress (CAMPP), is a series of short duration probes of critical preschool skills. These probes are designed to be used in a frequent and repeated fashion to plan instructional strategies and to monitor student progress during an instructional program. The skills assessed by this model are based on functional preschool survival skills, rather than developmental milestones that frequently lack instructional relevance. Results of three single-case studies demonstrated the feasibility and utility of using short-duration probes for initial assessment, to facilitate preparation for transition, and to assess student progress frequently within a functional preschool curriculum. (MDM)

ED 369 543 PS 022 306

Head Start Parent Involvement: Vision, Opportunities and Strategies.
PUB DATE- 93
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Programs; Community Services; *Educational Strategies; Employed Parents; *Parent Education; *Parent Participation; *Parent Role; Parents as Teachers; *Parent School Relationship; Preschool Education; Program Development
IDENTIFIERS- *Head Start Program Performance Standards; Parent Empowerment; *Project Head Start

This booklet explains Head Start's vision for parent involvement and discusses strategies that can be used to involve parents in the preparation of children for entry into Head Start, for participation in the program, and for the transition to school. The booklet notes that the challenge for programs is to work with each individual parent in ways that will build upon strengths and interests and to help support the family in the challenges that it faces. Using a question-strategies format, the booklet covers the critical areas for which Head Start staff must plan: (1) program development; (2) recruitment and enrollment; (3) orientation; (4) screening and assessment; (5) child and family development; (6) personal development; (7) shared decision-making; (8) family advocacy; and (9) community advocacy. Relevant performance standards are also listed for each of these areas. (MDM)

ED 369 544 PS 022 307

McCartney, Susan
Active Learning in a Family Day Care Setting.
PUB DATE- 92
NOTE- 176p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Art Activities; Child Development; Dance; Early

family structures, and adults' isolation are discussed. Part II discusses starting points for helping young children, specifically, promoting responsible parenthood, guaranteeing quality child care choices, ensuring good health and protection, and mobilizing communities to support young children and their families. Part III presents specific recommendations for action in the areas discussed in the preceding section. Four appendixes list consultants to the task force, papers commissioned by the task force, invitees to the task force's "Services that Work" Meeting, and biographies of task force members and staff. Over 150 references and an index of community programs for parents and young children are included. (HTH)

ED 369 563 PS 022 355

Head Start: A Child Development Program.
PUB DATE- 93
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- At Risk Persons; Child Health; Community Role; *Family Programs; *Federal Programs; Low Income Groups; Medical Services; Parent Education; Parent Participation; *Poverty Programs; *Preschool Education; Program Descriptions; Program Development; Social Services
IDENTIFIERS- *Integrated Services; *Project Head Start

This booklet discusses the origins and components of Head Start, a federal project launched in 1965 to help break the cycle of poverty by providing preschool children of low-income families with a comprehensive program to meet their emotional, social, health, nutritional, and psychological needs. The description of the program notes that in fiscal 1993 Head Start served 721,000 preschool children through 1,400 community-based organizations, with federal appropriations of $2.6 billion. The booklet then describes the four major components of Head Start: (1) education, which emphasizes an individualized curriculum and low child-staff ratios; (2) health, including medical and dental examinations, nutrition guidance, and mental health screening; (3) parent involvement, through participatory decision-making, volunteering, and employment in the program; and (4) social services. Head Start's role in working with children with disabilities, establishing Parent and Child Centers, providing staff development and training, and funding major demonstration projects are examined. The impact of Head Start on children and their families is also considered. The addresses and telephone numbers of Head Start's 10 regional offices, as well as its American Indian and Migrant programs, are included. (MDM)

ED 369 564 PS 022 356

Smith, Thomas B.; And Others
Generations Together: A Job-Training Curriculum for Older Workers in Child Care and Related Materials. First Edition.
PUB DATE- 93
NOTE- 272p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 94
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Cognitive Ability; *Federal Programs; Low Income Groups; *Nutrition; *Nutrition Instruction; Program Descriptions
IDENTIFIERS- Child and Adult Care Food Program; Department of Agriculture; ERIC Digests; Expanded Food and Nutrition Education Program; Food and Nutrition Service; Food Stamp Program; Nutrition Education Training Program; *Participation Rates; School Breakfast Program; School Lunch Program; Special Supplemen Food Program Women Infants Child; Summer Food Service Program

Despite recognition of the importance of good nutrition for children's cognitive development, many children in America are poorly nourished. This digest reviews programs designed to address this problem and suggests ways to improve child nutrition and school meal programs. Federal programs administered by the Food and Nutrition Service of the United States Department of Agriculture include the: (1) Special Supplemental Food Program for Women, Infants and Children, which provides food and nutrition education to eligible women, and children up to age 5; (2) Child and Adult Care Food Program, which provides nutritious meals for children to age 12 and the elderly; (3) National School Lunch Program and School Breakfast Program, which provide school meals, most at reduced or no cost; (4) Summer Food Service Program for Children, which provides meals to children from low-income families when school is not in session; and (5) Nutrition Education and Training program, which provides nutrition education to teachers and school food service personnel. Other federal programs are the USDA's Food Stamp Program and the Expanded Food and Nutrition Education Program, which teaches food and nutrition information and skills to families with limited resources. The National Food Service Management Institute serves as a resource center for child nutrition programs. Other national initiatives include projects undertaken or curriculum materials produced by the American School Food Service Association, the American Cancer Society, and the National Dairy Council. The administrative burdens of some nutrition programs can be reduced through the implementation of a universal school meal program. School personnel, parents, and dietitians can encourage children's participation in nutrition programs. (BC)

ED 369 581 PS 022 495

Diamond, Karen E.; And Others
Integrating Children with Disabilities into Preschool. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 94
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Disabilities; Interpersonal Competence; Learning Activities; Literature Reviews; Mainstreaming; Play; *Preschool Children; *Preschool Education; Program Administration; *Social

ED 369 597 RC 019 567

Owen, Melissa; Wright, Paul
Intergenerational Entrepreneurship in an Educational Setting.
PUB DATE- Mar 94
NOTE- 9p.; In: Montgomery, Diane, Ed. Rural Partnerships: Working Together. Proceedings of the Annual National Conference of the American Council on Rural Special Education (ACRES) (14th, Austin, Texas, March 23-26, 1994); see RC 019 557.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Entrepreneurship; Experiential Learning; *High Risk Students; *Intergenerational Programs; *Mentors; Older Adults; *Rural Education; School Community Relationship; Secondary Education; Volunteers
IDENTIFIERS- *John de la Howe School SC; *South Carolina (McCormick County)

Howe-To Industries is an intergenerational entrepreneurship project at the John de la Howe School, a state-supported institution for at-risk youth in rural McCormick County, South Carolina. Expansion of this type of program into public schools could engage the community and school system in a mutually beneficial relationship. John de la Howe School is a long-term residential treatment facility for male and female adolescents with behavioral and emotional problems. Although one of the poorest counties in the state, McCormick County has a substantial community of retired, white, affluent newcomers. Howe-To Industries was begun by adding 37 older-adult volunteer mentors to an existing enterprise market program at the school. Mentors, which comprise about equal numbers of newcomers and long-term residents, introduce youth to small business development through the operation of a country market in the school's renovated dairy barn. The diversity of mentors' life experiences gives youth from disadvantaged backgrounds opportunities to develop social and functional life skills, decide upon and manufacture their own products, learn advertising and merchandising techniques, and sell their goods and services. Students earn money, enhance their self-image, learn skills they can carry into their adult lives, and develop a stronger sense of community. Interpersonal relationships developed during the program are therapeutic and serve to dissolve age and racial stereotypes. Suggestions are offered for transferring this program to other rural communities. (Contains 15 references.) (SV)

ED 369 598 RC 019 568

Luetke-Stahlman, Barbara
Deaf Education Using Interactive Television.
PUB DATE- Mar 94
NOTE- 19p.; In: Montgomery, Diane, Ed. Rural Partnerships: Working Together. Proceedings of the Annual National Conference of the American Council on Rural Special Education (ACRES) (14th, Austin, Texas, March 23-26, 1994); see RC 019 557.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; *Deafness; Distance Education; *Graduate Students; Graduate Study; Higher Education; *Instructional Innovation; *Interactive Video; Program

kindergarten. During the first year of implementation, special education staff conducted small-group lessons during center time. The PPCD students and any others who needed help came to the small groups. The next year, special education staff worked in the regular classroom during lesson time to team teach, conduct small-group review sessions, and redirect off-task behavior while the teacher presented lessons. The program required a change in the traditional roles of both regular and special education teachers. Program success required much joint planning, collaboration, and flexibility. Student success is evaluated with teacher observation, portfolios, competency testing, individual education plan reviews, and the Early Prevention of School Failure screening. Overall program success is evaluated through interviews with teachers, parents, and administrators. Review of these evaluations shows that the program has been successful for both disabled and nondisabled students. (KS)

ED 369 615   RC 019 585

Robins, Kathleen

Multi-University Consortium for Teacher Training: A Model for Pre-Service Training in Rural Areas.

PUB DATE- Mar 94

NOTE- 6p.; In: Montgomery, Diane, Ed. Rural Partnerships: Working Together. Proceedings of the Annual National Conference of the American Council on Rural Special Education (ACRES) (14th, Austin, Texas, March 23-26, 1994); see RC 019 557.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- College Programs; *Consortia; Distance Education; Elementary Secondary Education; *Hearing Impairments; Higher Education; *Institutional Cooperation; *Preservice Teacher Education; Rural Areas; Rural Education; Special Education; Teacher Shortage; *Visual Impairments

IDENTIFIERS- *Utah

A consortium of universities in Utah developed a teacher training program in sensory impairments to address a long-term critical shortage of teachers qualified to service hearing-impaired/deaf and visually-impaired/blind students. The teacher shortage was a direct result of program cuts at the University of Utah. An advisory board was selected to represent the various factions that were impacted by or could impact the teacher shortage and the training model. The involvement of the three major teacher training institutions in the state enables students in rural areas to participate while remaining in their communities. Teacher trainees take a portion of their required courses through the regular university program at their home university. Specialized courses in hearing impairments or visual impairments are taught in only one location, but delivered to remote regions of the state through video technology, including interactive television. Students accomplish practica through traditional student teaching experiences; where possible, summer student teaching at the Utah Schools for the Deaf and the Blind; or through supervision by teachers already employed as teachers of sensory-impaired students. In the 4 years of the project, 59 teachers have completed training. Over 2,000 Utah public school students with sensory impairments now have an appropriate teacher-training support system. (KS)

ED 369 616   RC 019 586

NOTE- 10p.; In: Montgomery, Diane, Ed. Rural Partnerships: Working Together. Proceedings of the Annual National Conference of the American Council on Rural Special Education (ACRES) (14th, Austin, Texas, March 23-26, 1994); see RC 019 557.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; *Attention Deficit Disorders; *Educational Therapy; Elementary Secondary Education; *Medical Evaluation; *Parent School Relationship; *Physicians; Rural Areas; Rural Education; Student Placement
IDENTIFIERS- *Training Needs; West Virginia

Teachers, psychologists, medical personnel, and parents need to work together with a common base of knowledge to provide appropriate services to children with attention deficit disorder (ADD). The history of ADD symptoms begins in the late 19th century but the term ADD was not coined until 1980. Since that time, definitions and terms have undergone revision. In West Virginia, the medical and educational training that is needed is difficult to deliver during half of the year because of mountains and winter weather. Training packages that are representative of the necessary interdisciplinary focus must be developed and refined in module format. These modules could be used in any existing network in rural areas. Three examples of such modules are presented. Module 1, Definition, Diagnosis, and Medication, clarifies the physician's role in the assessment process and explains the diagnostic criteria and medication that physicians use in diagnosing and treating ADD. Module 2, Education, includes sections on implications for education, assessment, service delivery, and intervention. It also provides the educator, parent, and medical caregiver with information to bridge the communication gap that presently exists among these parties. Module 3, Home, consists of implications for the home, intervention, and coping strategies for parents. (KS)

ED 369 633 RC 019 603

Bushrow, Kathy M.; Turner, Keith D.
Overcoming Barriers in the Use of Adaptive and Assistive Technology in Special Education.
PUB DATE- Mar 94
NOTE- 9p.; In: Montgomery, Diane, Ed. Rural Partnerships: Working Together. Proceedings of the Annual National Conference of the American Council on Rural Special Education (ACRES) (14th, Austin, Texas, March 23-26, 1994); see RC 019 557.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Assistive Devices (for Disabled); Change Agents; Disabilities; *Educational Change; Educational Technology; Elementary Secondary Education; *Leadership Styles; *Resistance to Change; Rural Schools; *Special Education; Teacher Attitudes; Transitional Programs

This paper examines change and change facilitators as they affect full use of adaptive and assistive technology (AAT) in special education, and compares qualitative versus quantitative methods of researching the change process. Four administrators and two teachers from a rural school district completed the Stages of Concern Questionnaire, which locates participant attitudes about change or innovation on a seven-stage continuum, and the Academic Administrator Grid, which assesses leadership styles

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Educational Trends; Employment Opportunities; *Engineering Education; Faculty Publishing; Government Role; Higher Education; International Communication; *Mathematics Achievement; Mathematics Education; Minority Groups; Public Opinion; *Research and Development; Science Curriculum; *Science Education; Science Teachers; Secondary Education; State Aid

IDENTIFIERS- *Science Achievement

This report provides policymakers in both the public and private sectors with a broad base of quantitative information about U.S. science and engineering (S&E) research and education and U.S. technology in a global context. Chapter 1, "Elementary and Secondary Science and Mathematics Education," discusses the student's achievement, interest, coursework, school, and curriculum, teachers and teaching; and the policy context. Chapter 2, "Higher Education in Science and Engineering," discusses the characteristics of higher education institutions, the undergraduate and graduate S&E student populations, major sources of financial support, and international science and engineering education. Chapter 3, "Science and Engineering Workforce," describes industrial S&E job patterns, demographic trends of recent S&E graduates and doctorate recipients, the supply and demand outlook for S&E personnel, and international employment of scientists and engineers. Chapter 4, "Research and Development (R&D): Financial Resources and Institutional Linkages," discusses national R&D spending patterns, federal support for R&D, state-based R&D expenditures, and international comparisons. Chapter 5, "Academic Research and development: Financial Resources, Personnel, and Outputs," describes the financial resources for academic R&D, and outputs of academic R&D for scientific publications and patents. Chapter 6, "Technology Development and Competitiveness," describes the global markets for U.S. technology, industrial R&D, patented inventions, diffusion of technology, and technologies for future competitiveness. Chapter 7, "Science and Technology: Public Attitudes and Public Understanding," includes discussions on comparisons of attitudes toward Science and Technology. (ZWH)

ED 369 653   SE 054 379

Altschuld, James W.; Kumar, David D.

Program Evaluation Models for Science Education: A Synthesis of Literature Sources.

PUB DATE- Mar 94

NOTE- 16p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Anaheim, CA, March 26-29, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Educational Assessment; Educational Research; Elementary Secondary Education; Evaluation Methods; *Evaluation Research; Literature Reviews; Models; *Program Evaluation; *Science Education; Science Programs; Student Evaluation

A literature search of the ERIC system was conducted with regard to papers focused on evaluation models in science education. The purposes were to identify models, their common and unique features, and to examine the guidance they could provide for evaluating science education programs. The search yielded a

DESCRIPTORS- *Agricultural Production; *Agriculture; Developed Nations; Developing Nations; *Environmental Influences; Foreign Countries; High Schools; *Land Use; Learning Activities; Natural Resources; *Physical Environment; Social Studies
IDENTIFIERS- British Columbia; *Environmental Impact; Environmental Problems; Sustainable Development

Through articles and activities designed for the senior secondary level, students examine the food production system in British Columbia and the world and explore creative, sustainable alternatives for food production. A description of raising food in the first world with the critical issues of energy use and environmental degradation precedes a description of raising food in developing nations. An article explains how agricultural experts work with traditional farmers in some areas to understand soil conservation methods of the farmers and to improve traditional methods. Five activities encourage students to look at issues that surround food production and the environment. Lists of 11 audio-visual resources and 19 organizations provide further information about food and environment issues. (CK)

ED 369 674 SO 023 337

Gage, Susan
Militarism Versus Development. Teaching Global Issues.
SPONS. AGENCY- Canadian International Development Agency, Ottawa (Ontario).
PUB DATE- 88
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Collected Works - Serials (022)
DESCRIPTORS- Case Studies; *Developing Nations; *Economic Development; *Economic Factors; Federal Government; Foreign Countries; High Schools; *Instructional Materials; Learning Activities; Military Organizations; Simulation; Social Studies
IDENTIFIERS- Ethiopia; Kwajalein Atoll; *Militarism; Philippines

Articles and activities written for the senior secondary level explore the complex links between militarization and underdevelopment. The articles discuss choices between missiles and food in developing countries, the internal and external causes of militarism, and the hidden costs of militarism. Case studies of the Kwajalein Atoll and Ethiopia look at the effects of militarism on two societies. Four activities provide further investigation of militarism and development. A class simulation offers an opportunity to analyze the case of the Philippines. A list of 25 audio-visual and print resources and organization with resources on militarism and development provides further information. (CK)

ED 369 675 SO 023 338

Environment. Development. How Can Societies Develop To Meet Basic Needs and Nurture Economies without Undermining the Natural Resources and Environmental Integrity on Which They Depend? Teaching Global Issues.
PUB DATE- 87
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Collected

IDENTIFIERS- *Ireland; Northern Ireland; *Peace Education

This paper describes the curriculum development process involved in the production of a set of peace education materials developed by the churches in Ireland during the past 13 years. Peace education is concerned primarily with a positive approach to peacemaking and the development of people who internalize a positive vision of peace, have a real sense of justice, personal and social, and who are sensitized and helped to cope with the various social manifestations of violence and conflict in their own lives and the wider world. The document examines the educational rationale of this project in the context of the two educational systems operating in Ireland. The process by which the materials are produced fall under six headings: (1) teacher workshops; (2) writing phase; (3) piloting phase; (4) editing and rewriting; (5) dissemination; and (6) evaluation. The document outlines some of the issues facing the development of peace education in Ireland in the next decade. Some of these are learning from past experiences, avoiding raising expectations that are not fulfilled, appreciating the difficulties of implementation of curriculum innovation in a climate of financial cutbacks, understanding past inconsistencies in policy in this area, giving adequate resources to agencies that are supportive to schools, and appreciating the greater emphasis in society on competitiveness and a strong utilitarian thrust. One important issue for future development is an understanding that much of the theory of peace, for example in areas of conflict resolution and human rights education and nonviolence, has yet to be translated into concrete programs for school use. (DK)

ED 369 694 SO 023 796

Rodil, B. R.
The Lumad and Moro of Mindanao. Minority Rights Group International Report 93/2.
PUB DATE- Jul 93
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060),Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Conflict Resolution; *Culture Conflict; *Economic Development; Foreign Countries; Geography Instruction; *Human Geography; Political Power; *Religious Cultural Groups; Teacher Education
IDENTIFIERS- *Lumad People; *Moro People (Philippines); Philippines (Mindanao)

This document analyzes the two main indigenous groups in the south of the Philippines. It outlines the history of the Lumad and Moro communities of Mindanao. The document discusses the effects of development and business interests in the region, and their campaigns around land issues. The Lumad and Moro accept the need to develop new sources of energy, but ask that their ancestral lands, and their ability to manage them in line with sustainable development, be recognized and respected. Both groups have maintained distinct and enduring identities in the face of Spanish and U.S. colonization, and the policies of the predominantly Christian Philippines government. The Lumad retain traditional beliefs and customs, while the Moro have embraced Islam. Inextricably linked is the 20 year old war of attrition the government has waged with the Moro National Liberation Front. The booklet contains a glossary at the beginning of the document. This is followed by a brief

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Educational Administration; Educational Change; Educational Demand; *Educational Development; Educational Economics; Educational Equity (Finance); *Educational History; *Educational Legislation; *Educational Policy; Equal Education; Financial Policy; Foundations of Education; *Government School Relationship; *Politics of Education; Role of Education; Systems Development
IDENTIFIERS- *North Carolina

A brief history of education in the state of North Carolina provides a look at public schools and the individuals who were most instrumental in their development. Chapter 1 focuses on the colonial period when education for the majority of North Carolina students was almost non-existent. Chapter 2 covers the State Constitution adopted in 1776 that included a provision for education but no funding and created citizen dissatisfaction with the educational process. Chapter 3 discusses the Education Act of 1839 and the expansion and progress created for North Carolina public schools. The topic of chapter 4 is the new State Constitution of 1868 that provided for free education for children and the establishment of teacher training institutes. Chapter 5 presents Governor Charles B. Aycock's impact on universal public education in the early 20th century. Chapter 6 explains the halt to progress and prosperity with the Great Depression. As a result of the Great Depression, the School Machinery Act established the county as the basic governmental unit for operating public schools. Chapter 7 discusses the middle years of the 20th century and the impact of the civil rights movement. Chapter 8 describes the modern era expansion and improvement of educational programs. The final chapter summarizes educational reform in the latter part of the 1980s and early 1990s. A timeline of important individuals, decisions, and events in North Carolina history juxtaposes the chapter text. A chronology highlights major events in the history of public school education in North Carolina. (CK)

ED 369 714   SO 023 946

Klubock, Dorothy, Ed.
Taking Part: An Elementary Curriculum in the Participation Series.
PUB DATE- 91
NOTE- 52p.; Supersedes ED 254 444.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizen Participation; Citizenship; Classroom Environment; Decision Making; Elections; Elementary Education; Elementary School Curriculum; Learning Activities; *Student Participation
IDENTIFIERS- *Empowerment

The keynote of this document is "empowerment." Children can and should have opportunities from an early age to take part in the significant events in their world. Learning activities in this curriculum provide a general context in which young children can explore and appreciate various definitions of participation for elementary school children and provide age-appropriate understanding of the process of political elections. Chapter 1, "Defining Participation," presents an exploration of the ways children experience their own and others' participation in the world. Chapter 2, "The Empowering Classroom," looks at learning classroom problems through positive behavior change of professors; presentation of observation results by peer mentors in a way that will allow faculty members to accept them as valid, internalize them, and use them to identify needed changes in a risk-free atmosphere; and teacher change through group efforts which are given perceivable prestige or tangible reward by administrators. Twelve tenured faculty members taught college classes to primarily Hispanic and Black students in factory or community settings. Faculty were trained in specific techniques for improving classroom teaching, such as questioning strategies, discussion strategies, student mediating of ideas, setting of expectations, lesson pacing, wait times, and content densities of lessons. Peer dyads observed each other's classes and discussed strategies for improvement; the project director met with each dyad biweekly, and the entire group also met biweekly. At the end of the semester, the faculty were more positive about their ability to teach nontraditional student populations and were more positive that high expectations could be set and gained for them. Professors showed an increasing use of a variety of teaching techniques. (Contains 44 references.) (JDD)

ED 369 734 SP 035 155

Dollase, Richard H.
Doctors' Stories on Teaching and Mentoring. Fastback 369.
PUB DATE- 94
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Clinical Experience; *Clinical Teaching (Health Professions); Conceptual Tempo; Cooperating Teachers; Educational Practices; Family Practice (Medicine); Higher Education; *Medical Students; *Mentors; *Physicians; Preservice Teacher Education; Problem Solving

This pamphlet presents the thoughts of six physician mentors in family practice and their third-year medical students, as they reflect on their practice and on their teaching or learning of clinical skills. An examination of the role of the family-practice physician as mentor may help teacher educators and cooperating teachers gain a valuable perspective on the common tasks and challenges that these two caring professions face in preparing the next generation of their members. The pamphlet analyzes the mentor's role in terms of: (1) the mentor's philosophy of care and how the mentor communicates his or her vision to students; (2) the nature of the physician's teaching and mentoring, particularly in regard to how the physician gives "bad news" and deals with difficult patients; and (3) helping prepare the newcomer to tolerate uncertainty and to reflect more critically on the daily experiences of medical practice. Lessons for teacher education are discussed, emphasizing that: competent cooperating teachers, like good medical mentors, are dedicated professionals who follow best practice and provide continual support and increasing autonomy to their students; cooperating teachers must make more explicit the model of problem solving and decision making they employ; and cooperating teachers need to develop ways to promote student teachers' critical reflection. (JDD)

ED 369 735 SP 035 156

sequence of experiences, skills developed, lengths of experiences, professional roles and responsibilities, relationships with graduates through follow-up studies and continuing assistance, and relationships with schools via continuing professional development and collaboration in decision making. NMU's field experiences are based upon a taxonomy that includes role orientation, role conceptualization, role learning and commitment, role assumption, and role evaluation. (JDD)

ED 369 754   SP 035 199

Guyton, Edith
Relationships among Economic Diversity and Context of Student Teaching Placements and Educational Attitudes and Performance of Pre-Service Teachers.
PUB DATE- Apr 94
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Context Effect; Cultural Context; Early Childhood Education; Graduate Study; Higher Education; Low Income; *Performance Factors; Poverty Areas; *Practicums; Predictor Variables; Preservice Teacher Education; *Socioeconomic Status; *Student Attitudes; *Student Teaching; Undergraduate Study; Urban Universities
IDENTIFIERS- *Preservice Teachers

Students graduating from early childhood programs at a southeastern urban university in June 1992 and June 1993 completed the Educational Attitudes Inventory and the Teacher Efficacy Scale upon entry to the program, before entry to a practicum experience with kindergarten students, and upon completion of both the practicum experience and a student teaching experience in grades 1-4. Forty-eight students were in a master's level initial certification program and 59 were in a traditional undergraduate program. Analysis of subjects' attitudes and performance in relation to the economic diversity and context of student teaching placements revealed that: (1) having a teacher-centered attitude had a negative relationship with personal teaching efficacy; (2) having a student-centered attitude was not a predictor of performance; (3) the key to improving student performance may be in reducing the teacher-centered dimension rather than increasing student-centered attitude; (4) being placed in schools serving larger numbers of poor children negatively affected students' practicum performance but positively affected student teaching performance, perhaps because students more skilled in teaching poorer children chose such placements for student teaching; (5) less than adequate context, relationships with cooperating teachers, and classroom role models had a negative effect on the performance of practicum students; and (6) school context was not a significant factor for student teaching performance. (Contains 26 references.) (JDD)

ED 369 755   SP 035 200

Cunningham, Craig A.
Ideal Ends: John Dewey's Later Vision for Education.
PUB DATE- Apr 94
NOTE- 32p.; Paper presented at the Annual Meeting of the American

theory, and mental models. Developmental issues related to learning are raised in part three. Part four offers a chapter on learning and biology, in which the sociobiological and physiological bases of learning and memory are explored. Part five focuses on motivation as a mediator of learning and performance. Finally, in part six, learning and instruction are brought together in the contrasting instructional theories of modern day constructivists. The book ends with a chapter entitled "Toward a Personal Theory of Learning." Each section concludes with suggested readings and reflective questions and activities. (LL)

ED 369 773   SP 035 224

Stipek, Deborah J.
Motivation To Learn: From Theory to Practice. Second Edition.
PUB DATE- 93
NOTE- 292p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Achievement Need; *Diagnostic Teaching; Educational Research; Elementary Secondary Education; Epistemology; Fear of Success; Higher Education; Learning Motivation; Literature Reviews; *Motivation Techniques; *Positive Reinforcement; *Self Motivation; Social Cognition; Student Behavior; *Student Motivation; Teacher Education; Teacher Expectations of Students; Teacher Student Relationship; Theories; Theory Practice Relationship

This book integrates theory, research, and practical issues related to achievement motivation, and provides an overview of current theories in the field, including reinforcement theory, intrinsic motivation, and cognitive theories. The text gives concrete examples and practical guidance for diagnosing and improving students' motivation, focuses on motivation in academic situations, and gives examples from athletic and other achievement contexts. Charts, checklists, and diagnostic tools are provided to help practicing teachers diagnose motivational problems and assess the motivational effects of their own behaviors and teaching strategies. Following a preface, the volume is organized into the following 12 chapters: (1) "Profiles of Motivational Problems" (introduces five children with motivational problems); (2) "Defining Achievement Motivation"; (3) "Reinforcement Theory"; (4) "Social Cognitive Theory"; (5) "Intrinsic Motivation"; (6) "Maximizing Intrinsic Motivation in the Classroom"; (7) "From Reinforcement to Cognition"; (8) "Perception of Ability"; (9) "Achievement Anxiety"; (10) "Maintaining Positive Achievement-Related Beliefs"; (11) "Communicating Expectations"; and (12) "Real Students" (considers possible remedies for the problems of the children introduced in chapter 1). Appendices provide forms and instructions for identifying motivation problems, external reinforcement (teacher self reports), observations of teachers' use of praise, ratings of the intrinsic value of tasks, and teacher ratings of student helplessness. (Contains approximately 500 references.) (LL)

ED 369 774   SP 035 227

Lipson, Lois
Senior Citizens as School Volunteers: New Resources for the Future. ERIC Digest.

via Internet concludes the document. (RMB)

ED 369 793   TM 020 748

Basic Skills. Annotated Bibliography of Tests.
PUB DATE- May 92
NOTE- 70p.; Supersedes March, 1989 edition.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Achievement Tests; Annotated Bibliographies; *Basic Skills; Cognitive Tests; Diagnostic Tests; Elementary Secondary Education; Higher Education; *Language Skills; *Mathematics Tests; *Reading Tests; Screening Tests; Student Evaluation; *Verbal Tests
IDENTIFIERS- Test Bibliographies; Test Collection (Educational Testing Service)

Most of the 150 tests cited in this bibliography are geared to the elementary secondary level. There are some for adults and college students. The instruments are basically achievement tests that assess competence in fundamental skills basic to learning or everyday functioning such as reading, mathematics, and language skills. Many of the tests described are included because one or more of their subtests measure some aspect of basic multi-faceted knowledge. This document is one in a series of topical bibliographies from the Test Collection (TC) at Educational Testing Service (ETS) containing descriptions of more than 18,000 tests and other measurement devices prepared by commercial publishers, teachers, educational institutions, professional associations, departments of education, counselors, etc. Each description contains the following basic information: TC Accession Number (a six-digit identification number assigned by the Test Collection); the title of the instrument; personal or institutional author; year of publication or copyright; availability source; grade level for which test is suitable; age level for which test is suitable; and abstract. Other information, which is provided when known, includes subtests, number of test items, and time required to complete the test. Information on accessing the Test Collection via Internet concludes the document. (RMB)

ED 369 794   TM 020 749

Biology Achievement. Annotated Bibliography of Tests.
PUB DATE- Apr 91
NOTE- 22p.; Supersedes March, 1989 edition.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Achievement Tests; Annotated Bibliographies; Basic Skills; Biological Sciences; *Biology; Cognitive Tests; *Diagnostic Tests; Higher Education; *Science Tests; Secondary Education; Student Evaluation
IDENTIFIERS- Test Bibliographies; Test Collection (Educational Testing Service)

The 32 tests cited in this bibliography are used to assess students' scientific achievement and knowledge. Many of the tests described focus solely on biology; some cover broader ares of science and include questions measuring knowledge of a biological science. These tests are primarily designed for grades seven and above, including adult-level. This document is one in a series of topical bibliographies from the Test Collection (TC) at Educational Testing Service (ETS) containing descriptions of more than 18,000 tests and other measurement participated in at least one session. Outcomes included proposed formal articulation of placement standards and curriculum, faculty professional growth, improved communication on both campuses, and publication of a research manual. Also included are recommendations for replication. (JB)

ED 369 349   HE 027 388

Mohapatra, Manindra K.; And Others
Orientations of State Administrators toward Cultural Diversity in Public Agencies: An Empirical Study.
PUB DATE- Jul 93
NOTE- 31p.; Paper presented at the National Training Conference of ASPA (54th, San Francisco, CA, July, 1993). For a related paper, see HE 027 389. Contains some small print in appendix and some legibility problems.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Administrator Characteristics; Administrator Effectiveness; Administrator Responsibility; Competence; *Cultural Differences; Demography; Females; Graduate Study; Higher Education; *Labor Force; Labor Force Development; Masters Degrees; Minority Groups; *Public Administration; *Public Administration Education; State Agencies
IDENTIFIERS- *Workforce 2000

This study identified the views of state administrators from seven midwestern states about cultural diversity and workforce 2000. A survey of 500 high level state public administrators from Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin was conducted in Spring 1993. Respondents (n=125) were 66 percent male, 77 percent white, 98 percent with college degrees, 37 percent merit appointees, and 57 percent with more than government service experience. Nearly 52 percent of respondents were unfamiliar with the Hudson Institute's 1987 study about Workforce 2000. An overwhelming majority felt that Masters in Public Administration programs should recruit, educate, and graduate more women and minorities to meet the managerial workforce needs of the year 2000. A majority of respondents considered "managing diversity in the workplace" an important managerial competency (67 percent) and comments elicited 33 specific qualities or competencies. Respondents suggested several strategies to facilitate movement of minority and women employees into managerial positions. Overall, survey respondents demonstrated considerable awareness of issues associated with a culturally diverse workforce among administrators. (Contains 37 references.) (JB)

PUB DATE- Dec 93
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cross Cultural Training; *Cultural Awareness; *Foreign Students; Higher Education; *Intercultural Programs; International Programs; *Program Implementation; Student Adjustment
IDENTIFIERS- *Thomas Jefferson Fellows and Associates

Experience America is a training program for Thomas Jefferson Fellows and Associates (TJFs) that seeks to build lasting links between the Americas by increasing foreign college student participants' understanding of U.S. society and culture and by providing opportunities for them to present information about their countries to North Americans. The training program incorporates clearly defined goals; concrete, measurable objectives; individually tailored experiences; incentives for participation; broad applicability; and cost-effective programming. This manual presents guidelines for the implementation of Experience America. The manual addresses eight topical areas explored in the training program: (1) family/housing, (2) campus life, (3) educational systems, (4) personal/professional development, (5) community life, (6) physical/cultural environment, (7) U.S. decision making, and (8) friendship ambassadors. For each topical area, an objective and suggested activities are listed. The manual also includes comments on budget and staffing for participating training institutions, suggestions for working with TJFs, a form for TJFs to report their experiences, and a model calendar illustrating ways in which activities can be programmed. (JDD)

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Literacy; *Computer Uses in Education; Curriculum Development; *Educational Technology; Elementary Secondary Education; Foreign Countries; Information Literacy; Information Technology; Microcomputers
IDENTIFIERS- Laptop Computers; Learning Environments; Northern Ireland; Scottish Council for Research in Education

This book considers a variety of issues relating to the use of portable computers in the school. It is based on the study the Pupil's Learning and Access to Information Technology (PLAIT) in Northern Ireland. The PLAIT project introduced 235 portable computers in 9 schools for use in English, science, and mathematics course. Following an introductory chapter, the second chapter explores the place of computers in the curriculum. The third chapter reports on the findings of the project in relation to the potential contribution of portables to the of teaching the main curriculum subjects. The fourth chapter explores the effects of portable computers in the classroom in terms of schedule, technical support, teaching issues, organization, software, and hardware. The general conclusions of the study, presented in the final chapter, are that the portable computers had resulted in high levels of pupil motivation, harmonious and purposeful learning environments, and greatly accelerated information technology literacy among the pupils and teachers alike. (JLB)

(NREN); publicity for libraries; school library media centers; information literacy; adult literacy; library funding; library standards; policymaking in libraries; Braille; meeting the information needs of deaf citizens; preservation; and historical issues. Topics addressed in the state recommendations were public records; historical information; telecommunications; library support staff; library cooperation; library funding; school media centers; library collections; and library planning. Issues addressed in local recommendations were accessibility for the disabled and adapted technology. (JLB)

ED 369 409   IR 054 989

McClure, Charles R.; And Others
The Project GAIN Report: Connecting Rural Public Libraries to the Internet.
PUB DATE- 15 Feb 94
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Information; Communication (Thought Transfer); Computer Networks; Futures (of Society); Information Needs; *Information Networks; Information Services; *Library Services; *Public Libraries; *Rural Areas; Rural Development; Rural Environment; Telecommunications
IDENTIFIERS- Information infrastructure; *Internet; *NYSERNet

This study examined what would happen when rural librarians were given the tools and training to use networked information resources. Project GAIN demonstrates the effectiveness of linking rural communities to the Internet. Through the local library, six rural communities in New York were connected to a regional network (NYSERNet) and through NYSERNet to the Internet. The objectives of the study were to connect selected library sites to the Internet; to provide training and support necessary for participants to demonstrate competence in using the Internet tools; to educate participants as to the resources of the Internet and how to do resource discovery on their own; to integrate the utilization of the Internet into basic activities and programming of the library; and to explore whether the Internet is a useful resource for rural libraries. Based on these objectives, Project GAIN was successful. The results of this study indicate that rural libraries do profit from such an approach if given the chance and support. It also suggests that rural public libraries must get connected to the Internet if they are to be a key player in the evolving National Information Infrastructure. (Contains 22 references and the survey instruments.) (JLB)

Division Chairpersons.
PUB DATE- Feb 94
NOTE- 10p.; Paper presented the International Conference for Community College Chairs, Deans, and Other Instructional Leaders (3rd, Phoenix, AZ, February 23-26, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjunct Faculty; *Administrator Role; Community Colleges; *Department Heads; *Faculty Development; *Inservice Teacher Education; Mentors; *Part Time Faculty; *Professional Development; Program Descriptions; Two Year Colleges

Tompkins Cortland Community College (TCCC) in Dryden, New York, opened the College Teaching Center (CTC) in 1988 to address the professional development needs of full- and part-time faculty. The CTC is an autonomous, faculty-directed, professional development program with its own budget and Board of Directors. Activities sponsored by the CTC are open to full- and part-time faculty and local K-12 educators. Each year, the CTC sponsors approximately 18 workshops on issues related to teaching and learning, 25 round table discussions, 6 to 10 software mini-courses, and 6 classroom research projects. In 1990, the CTC was awarded a grant to implement a professional development program for part-time faculty. The 3-year, $110,000 project extended the work of the CTC to include a Master Teacher Certification Program (MTCP), designed to improve teaching effectiveness of part-time faculty, increase their participation in professional development activities, and increase their self-confidence. Since spring 1992, 26 part-time faculty, representing 18% of the part-time population at TCCC, have completed the MTCP. MTCP requirements include faculty participation in 3 core seminars, 10 workshops, 2 sessions of computer instruction, and 1 semester of mentoring experience with a full-time faculty member or a part-timer who has completed the MTCP. Faculty completing the MTCP receive more rapid advancement to higher pay and eligibility to serve as a mentor. As part-time faculty take on larger more permanent roles in community college instruction, programs that strengthen faculty development and support the leadership role of division chairpersons may be a means to better integrate part-timers into the college community. (KP)

required of entering students; (3) late registration should be abolished; (4) basic skills assessment and placement should be mandatory, with test data used to place students in appropriate classes; (5) dual enrollment should be eliminated for basic skill and regular academic courses; (6) working students should be strongly encouraged to reduce academic loads to help them better accommodate the demands of work, family, and college; (7) more comprehensive financial aid opportunities and employment for students on campus should be provided; (8) problem-solving and literacy activities should be incorporated into all courses; and (9) student and program outcomes should be evaluated regularly and findings disseminated. (BCY)

ED 369 446 JC 940 273

O'Banion, Terry
Sustaining Innovation in Teaching and Learning.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Apr 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Planning; Community Colleges; *Educational Technology; *Institutional Mission; *Instructional Innovation; *School Policy; Self Evaluation (Groups); Staff Development; *Teacher Selection; Technological Advancement; Two Year Colleges

Community colleges have traditionally been regarded as the only segment of higher education that truly focuses on teaching and learning with instructional innovation embedded as a core institutional value. However, some colleges have lost their early innovative spirit, while others are constrained by limited economic resources and have become disconnected from the currents of innovation, making it difficult to renew their commitment to instructional innovation. It is inevitably easier to continuously review the institutional activities that support instructional innovation, focusing on how many and which faculty are currently experimenting with new techniques; mechanisms for encouraging innovation; and formal policies for incentives, rewards, and recognition. A critical mass of dedicated, energized faculty must also be maintained to sustain any commitment to innovation. To aid faculty selection efforts, colleges should review policies to verify that a statement of values regarding teaching and learning has been developed, applicants are required to demonstrate teaching effectiveness, a required staff development program is in place for new faculty, an adequate faculty evaluation system exists, and the college culture recognizes effective teachers. Finally, one of the most exciting ways to stimulate innovation is by applying current information technology to teaching. Colleges should develop long-range plans for updating technology, participate in networks of information technology users, and evaluate the effectiveness of technology in instruction. (BCY)

IDENTIFIERS- *Hudson Valley Community College NY

Due to heavy teaching loads, high adjunct faculty numbers, and scheduling and commuting factors, community college faculty infrequently have the opportunity to share in a collegial forum. In an attempt to provide an opportunity for faculty to share innovative instructional strategies and discuss their work, Hudson Valley Community College (HVCC), in Troy, New York, established the SHOWCASE project. SHOWCASE began with highly publicized surveys distributed to faculty and staff designed to elicit possible forum topics and suggested presenters. Once the survey results were reviewed, five workshops were developed, publicized via SHOWCASE letterhead notice posted on campus, and conducted. Each workshop included a 1-hour presentation by the members involved, a packet of related readings and handouts, a workshop evaluation, and a flyer advertising the next SHOWCASE workshop. Each session was videotaped and stored for future reference in HVCC's Center for Effective Teaching. SHOWCASE forums included interactive video presentations on "The Context Driven Classroom," "Hooke, Newton, and Bungee: Using Interactive Video to Teach Physics," and "Women and Minority Issues: An Interactive Inquiry of Attitudes"; traditional presentations on "Quality in the Classroom," "Teaching Students with Learning Disabilities," and "Developing Guidelines for Students' Written Work"; and a roundtable discussion on "Dealing with Prejudice in the Classroom." HVCC's faculty has responded favorably to the SHOWCASE program, which has increased faculty collegiality. (MAB)

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Agency Cooperation; *Ancillary School Services; Community Information Services; *Day Care; Elementary Secondary Education; *Family Programs; Foreign Countries; Outreach Programs; Parent Education; Preschool Education; Program Descriptions; Program Implementation; Referral; *School Community Relationship; *Social Services

IDENTIFIERS- England (Merseyside); *Integrated Services

This paper discusses the "School of the Twenty-First Century" concept and its implementation in three schools in Knowsley, Merseyside, England. The "School of the Twenty-First Century" idea was first promulgated in 1987, by Edward Zigler of the Bush Center in Child Development and Social Policy, Yale University. The "Community of the Twenty-First Century" was established in September 1992 by three schools in Knowsley that wanted to anchor schools within the local community and bring together all the providers and users of services within the community. It calls for the integration of comprehensive family services, including child care, into public schools, thereby making such services affordable and available to all families. In 1992, this concept was established by three schools in Knowsley that wanted to anchor schools within the local community and bring together all the providers and users of services within this predominantly low-income community. The main components of the Knowsley project are a family center, coordination with various service providers, and community involvement. Planned activities include: (1) before- and after-school care for school-age children; (2) preschool child care; (3) a parent support and information group; (4) holiday care; (5) neighborhood day care networks; (6) information and referral services; (7) outreach services; and (8) support and training for care providers. A vision statement, development plan, assessment procedures, and training goals are also discussed. A copy of the Bush Center's School of the Twenty-First Century program description is appended. (MDM)

organizations, and communities; (5) a process of carrying out evaluation and research; and (6) the establishment of an appropriate organizational strategy. An appendix contains case studies of projects conducted in Colombia, Turkey, and the Philippines. Contains 61 references. (MDM)

ED 369 502   PS 022 059

Stephen, Helen
Conflict Resolution with Young Children. AECA Resource Book Series, No. 2.
PUB DATE- Jun 93
NOTE- 16p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Conflict; *Conflict Resolution; Foreign Countries; *Preschool Children; Preschool Education; *Preschool Teachers; Social Development; Student Problems; Teacher Role; *Teacher Student Relationship

This booklet provides basic, practical information to assist adults in helping young children to resolve their conflicts with each other. Following introductory information, the booklet discusses why conflict occurs between young children, focusing on children's ability to respect the rights of others, control expressions of anger, assert themselves in a socially acceptable manner, and share ideas and listen to the ideas of others. In the next section, appropriate expectations of children's behavior are detailed for children under 3 and for 3- and 4-year olds, including expectations of social interactions, sharing, self-assertion, and anger. Guidelines for planning the environment and activities to minimize conflict between children are presented next, including, for example, suggestions for modifying an environment that is too noisy and over-stimulating, too crowded, or inadequately equipped. The next section offers guidance for adults on handling conflict situations. Dialogues representing conflict situations are presented and discussed, including dialogues showing a child learning to assert herself and a group decision made regarding play involving conflict and violence. Advice on dealing with the child who is often involved in conflict situations and on working as an ally with the child is provided. Concluding comments urge adults to take the role of nonjudgemental mediators in conflicts between children, and sample dialogues presented throughout the booklet exemplify the adult in this role. (AC)

EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Curriculum Development; *Daily Living Skills; Decision Making Skills; Educational Attitudes; *Educational Change; Elementary Secondary Education; *Holistic Approach; *Individualized Instruction; Learning Motivation; Money Management; Moral Development; Practical Arts; *Relevance (Education); Self Concept; Teacher Student Relationship; *Thinking Skills

This book maintains that much of what children and adolescents are taught in school is of limited use to them in succeeding in life. It notes that although most school curricula focus on factual knowledge and cultural enrichment, they fall short in providing students with an education that focuses on individual abilities and inclinations, financial self-sufficiency, moral development, and self-identity. The book advocates a teaching and learning philosophy that makes students largely responsible for their own education and development so that they can function as independent, self-sufficient adults in society. Its central premise is that students need to learn to think for themselves, develop a worthwhile concept of the meaning of life, and learn to maneuver well in their environment. (MDM)

Childhood Education; *Family Day Care; *Holistic Approach; Language Acquisition; *Learning Activities; Mathematics; Music Activities; Science Activities
IDENTIFIERS- *Active Learning; Developmentally Appropriate Programs; *Family Day Care Providers

Practical tips for improving the quality of child care are offered in this guide. It presents early childhood research findings in everyday language and suggests ways to apply these findings with active learning experiences for children. Developmentally appropriate, holistic activities are presented for key areas. The first five parts of the book cover child development, art and creative thinking, music and creative listening, science, and math. The chapters in these sections are: (1) "The Cognitive and Physical Growth of Newborns"; (2) "How Do Children Learn To Think and Act?"; (3) "Innovative Ideas, Creative Thoughts, and Language Development"; (4) "Active Learning To Pull It All Together"; (5) "Art for the Child's Sake"; (6) "Creative Play through a Hands-On Approach"; (7) "Painting and Experimenting with Color"; (8) "Creative Play Using Three-Dimensional Materials"; (9) "Appreciating Music"; (10) "Active Learning through Music"; (11) "Creative Movement"; (12) Science--A Direct Approach"; (13) "Understanding Elements of Biology by Caring for Pets and Other Animals"; (14) "Human Life: Learning about Growth and Change"; (15) "Physical Science"; (16) "Preliminary Math Skills"; (17) "An Introduction to Early Childhood Geometry"; and (18) "Making Sense of Numbers." The last part contains concluding remarks, a 72-item bibliography, and lists of additional resources. (TJQ)

Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *Child Caregivers; *Child Care Occupations; Curriculum Guides; *Day Care; Early Childhood Education; Instructional Materials; *Intergenerational Programs; Job Training; Teaching Guides; Young Old Adults
IDENTIFIERS- *Generations Together Program; *Older Workers

This curriculum handbook is the first to offer a comprehensive professional day care training plan for older workers. The program targets potential child care workers over 55, in hopes of finding a progressive solution to the growing problem of locating accessible, affordable child care in the United States. The program offers older adults independence, income, and a sense of well-being from active involvement with children. Children's lives, in turn, can be enriched from the presence of older adults in the child care environment. The 100-hour curriculum consists of twenty-two 3-hour classroom modules on specific job-related topics. In addition to the modules, trainees receive at least 40 hours of on-the-job instruction at a local early childhood program. The practicum experiences are discussed at weekly one-hour seminars, guided by observations and exercises found in the "practicum track" section of the guide. Class size may range from 10 to 20 trainees, with the optimum class size suggested to be 15 students. Each of the 22 curriculum modules is a self-contained unit designed to be presented in one 3-hour block of time. Every module is divided into eight sections related to the preparation and implementation of the training procedures. The guide includes a list of 85 resources, a list of program materials, and a separate packet of program handouts. (TJQ)

Development; Special Education; Student Centered Curriculum;
Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- *Activity Based Curriculum; ERIC Digests; Inclusive Educational Programs

This digest examines research on preschool programs that include children with and without disabilities. Recent research suggests that children with disabilities are able to take advantage of experiences that promote typical development. One study found that children with disabilities enrolled in integrated programs demonstrated higher levels of social play and more appropriate social interactions than children in self-contained special education preschool classes. Some research suggests that it is the type of learning experiences rather than the type of classroom setting (integrated or segregated) that fosters learning. Children with disabilities are more likely to initiate play activities and communications with peers in settings that use a child-centered rather than a teacher-directed approach. Integrated programs are also beneficial to children without disabilities. Some studies show that such children make developmental gains equivalent to their peers in nonintegrated programs, and that parents and teachers report that such children display less prejudice than their peers in nonintegrated programs. Successful integrated programs are characterized by an administrative emphasis on diversity. Successful programs also use naturalistic teaching approaches, through which intervention is provided within the context of naturally occurring activities. Activity-based intervention is one naturalistic teaching approach, the goal of which is to develop children's functional and generalizable skills. The task now before the early childhood community is to find ways of providing integrated education that is respectful of the needs of individual children, parents, and teachers. (BC)

Evaluation; Rural Education; Rural Urban Differences; *Student Attitudes; Teacher Attitudes; Teacher Education
IDENTIFIERS- *University of Kansas

This paper evaluates the use of interactive video for teaching graduate-level deaf education courses. Graduate students in teacher education, including 10 urban and 3 rural students, were enrolled in 2 different off-campus courses taught from the University of Kansas. Students in both classes responded to a survey near the end of the course and to a postcourse survey. In both 15-week courses, interactive video instruction was initiated in the 12th week. Instructors responded to a similar survey. The following year, rural students enrolled in one of the same interactive video courses responded to a postcourse survey. Students generally agreed that the camera and monitor were not distracting and did not make them feel self-conscious, that asking questions during class was not difficult, that the professor didn't spend too much time attending to the other group, that audiovisual materials were presented adequately, and that concentrating was not difficult. Rural students changed their opinions about the use of interactive video in a positive direction in a short time. Responses to the instructor's survey were favorable and demonstrated high agreement between the two instructors. This study concludes that the use of interactive video was successful in offering deaf education graduate courses to students who otherwise would not have the opportunity to enroll in graduate courses. Contains survey results. (LP)

Russell, Steven C.; And Others
Teachers Teaching Teachers: The Art of Working Together and Sharing.
PUB DATE- Mar 94
NOTE- 12p.; In: Montgomery, Diane, Ed. Rural Partnerships: Working Together. Proceedings of the Annual National Conference of the American Council on Rural Special Education (ACRES) (14th, Austin, Texas, March 23-26, 1994); see RC 019 557.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Programs; Educational Cooperation; Elementary Secondary Education; Higher Education; *Interprofessional Relationship; Masters Degrees; *Mentors; *Preservice Teacher Education; Professional Development; *Rural Education; *Special Education Teachers; Staff Development; Student Teaching
IDENTIFIERS- *Project CREST; Teacher Collaboration

Project CREST (Collaboration for Rural Education Special Teachers) is an Ohio teacher training program that addresses the teaching requirements of rural schools, permits student teaching experiences in rural school settings, and assists rural schools in developing staff development programs. The primary components of Project CREST are: (1) a 1-year Master's-level teacher training program for rural special educators; (2) a 1-year mentoring program for veteran rural special educators and first-year novices; (3) a skill-training program in the art of collaboration; and (4) a skill training program in planning and implementing professional development programs. The program pairs practicing veteran rural special education teachers with first-year special education teachers. These mentor-mentee teaching pairs team teach, coteach, peer teach, and collaborate in the rural special education classroom of the veteran teacher. In addition to this collaborative teaching, they complete coursework from Bowling Green State University that leads to a master's degree. During the instructional portion of the project, the veteran and novice teachers take turns traveling to a distance learning site during the school day for completion of their coursework. The coursework centers on collaboration skills to enhance service delivery for rural special education, and on skills and knowledge concerning rural school environments. This paper lists and describes the courses and projects completed by participants and the competencies obtained in developing professional development or inservice programing. (KS)

of educational professionals. Researchers then interviewed the participants using the Facilitating Change with Adaptive and Assistive Technology Questionnaire, which aims to discover underlying barriers to the use of AAT. Results show that the district was in the Level-1 Stage of Concern of a seven-stage model of change, indicating that it was still at the information-gathering stage concerning AAT. The majority of participants rated themselves as "Team Administrators," a style of leadership conducive to change. Participants expressed financial concerns about AAT, and did not agree on specific policies. Findings indicate that both quantitative and qualitative research methods are necessary for this complex issue. (KS)

ED 369 634 RC 019 604

Considine, Ann S.; Steck, Linda P.
Working Together: When Death Comes to School.
PUB DATE- Mar 94
NOTE- 9p.; In: Montgomery, Diane, Ed. Rural Partnerships: Working Together. Proceedings of the Annual National Conference of the American Council on Rural Special Education (ACRES) (14th, Austin, Texas, March 23-26, 1994); see RC 019 557.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Children; Coping; *Counseling Objectives; *Crisis Intervention; *Death; Elementary Secondary Education; *Grief; *Teacher Role

When students are faced with a death in the school, the school needs a plan to help students through the experience. Teachers should create a secure atmosphere in which students can share their feelings, ideas, and beliefs with classmates and teachers. Objectives of the plan involve students seeing death as a natural part of life, pursuing personality growth, increasing self-awareness, and understanding the stages of grieving. Guidelines for helping students deal with death include letting students express their feelings, using simple and direct language about death, helping students know they are not responsible for the death, presenting material in a nonmoralistic fashion, being sensitive to students who have emotional reactions, telling students the truth, and telling students that adults do not have all the answers. Numerous books that deal with death and dying are available for use in the school. Some strategies that may be used consist of considering the child's past experiences, speaking in a calm natural tone of voice, meeting individual needs, listening to the child, addressing the child's fears, and encouraging the child to interact with family members. Includes a list of books dealing with death and dying. (KS) small number of entries pertinent to the areas of interest which were subsequently classified into three categories--micro (formative through the completion and summative evaluation of programs and products) and macro (contextual) levels and the interface between them. The categories were discussed along with some of the more general evaluation literature dealing with evaluation models. Conclusions were then drawn about why only a limited literature base existed, general models versus a more "situation" imbedded approach to understanding evaluation, the value of model type thinking, and implications for the future needs of evaluation in science education. (Author)

ED 369 654 SE 054 390

Crisci, Jorge V.; And Others
Order & Diversity in the Living World: Teaching Taxonomy & Systematics in Schools.
PUB DATE- 93
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biology; *Classification; Ecology; *Educational Strategies; Elementary Secondary Education; Environment; Foreign Countries; *Science Activities; *Science Curriculum; *Science Instruction; Scientific Concepts; Scientific Literacy; Teaching Methods
IDENTIFIERS- *Systematic Biology

The world faces two converging crises, a lack of biological literacy and a rapid increase in environmental degradation. In order to insure a secure and safe environment for future generations of organisms, all humans must be taught the basic biological and physical processes that sustain life. This project seeks to fill the chasm in the general public understanding by improving the quality of biological systematics taught in schools. The following chapters provide guidelines for developing school curriculum in biological systematics: (1) "Why Teach Order and Diversity in the Living World?"; (2) "What Questions Do Systematists Ask?"; and (3) "The Goals of Education in Systematics." Included are sample instructional activities for students ages 6-18. (ZWH)

Works - Serials (022)
DESCRIPTORS- *Developed Nations; *Developing Nations; Economic Development; Foreign Countries; High Schools; Land Use; Learning Activities; *Natural Resources; *Physical Environment; Social Studies
IDENTIFIERS- Canada; *Environmental Impact; *Environmental Problems; Sustainable Development

Designed for the senior secondary level, these activities and articles explore critical issues between the environment and development. Two causes of environmental degradation are wasteful affluence and desperate poverty. The problems with development and the environment addresses Canadian and global situations. An article presents three assumptions often made in development: (1) misleading accounting conventions; (2) biased allocation; and (3) inappropriate aid. Additional articles further discusses what can be done, what assumptions need to change, and how to change some assumptions. Two activities illustrate clearly the difference between sustainable and unsustainable development and encourage students to affect positively local government and participate in the introduction of sustainable development worldwide. A list of 60 environmental organizations, contacts, and resources provide further information on development and the environment. (CK)

political history of the Philippines as background. The second chapter is an introduction to the Lumad and Moro groups of Mindanao. The next four chapters describe the Moro's struggle for self determination, Lumad objection to the Philippine National Oil Company's plan to drill geothermal wells in the area of the dormant volcano of Mount Apo, the Agus I hydroelectric plant, and prospects for problem resolution and peace. A chapter on directions for the future is included. Includes 40 references, 3 maps, and 70 notes. (DK)

ED 369 695   SO 023 801

Parker, Franklin
Turning Points: Books and Reports that Reflected and Shaped U.S. Education, 1749-1990s.
PUB DATE- 29 Jul 93
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Historical Materials (060)
DESCRIPTORS- Adult Education; *Curriculum Development; *Educational History; *Educational Philosophy; Elementary Secondary Education; Higher Education; *Instructional Improvement; *United States History; Womens Education
IDENTIFIERS- Dewey (John); Franklin (Benjamin); *National Education Association; *Nation at Risk (A); Peirce (Charles S)

This document explores a selection influential books and reports on U.S. education that appeared between 1749 and the 1990s. The analysis begins with Benjamin Franklin's "Proposals Relating to the Education of Youth in Pennsylvania", early writings on women's and adult education, the McGuffey reader of the mid-nineteenth century, and Charles Sanders Peirce's philosophy of pragmatism. The document describes the National Education Association (NEA)'s 1893 "Committee of Ten" report, which proposed what became the traditional high school curriculum: English, history, science, mathematics, and foreign language. The 20th century brought on such school reforms as more professional medical training, John Dewey's progressive education theories, and the NEA's seven cardinal principles report that Dewey influenced. Depression-era social reconstruction and sociological research continued into the 1950s and '60s as increased calls for reforms of public education arose. The 1960s and '70s liberalized education through the open classroom concept, increased freedom for students, and a greater awareness of U.S. poverty. In 1983, the National Commission on Education report, "A Nation at Risk: Imperative for Educational Reform," highlighted the crisis of mediocrity in U.S. public education and called for stricter requirements for high school graduation. The report set off both educational reforms and widespread criticism. In 1991 "Savage Inequalities" by Jonathan Kozol identified inequities in educational finance as just as harmful to minorities as unequal educational opportunity. Contains 44 endnotes. (SG) activities and classroom structures that give children the direct experience of responsible participation in their everyday world. Chapter 3, "Decision Making," examines models of ways groups make decisions and provides opportunities for students to try out each method. In Chapter 4, "Elections: Taking Part in the Political Process," activities help children understand and participate in developmentally-appropriate ways, in the events surrounding an election. Finally, Chapter 5, "Making a Difference," focuses children's attention on issues and areas where their efforts can contribute to improving their surroundings. (CK)

ED 369 715 SO 023 947

Bjerstedt, Ake
Second-Order Learning and Education for Peace: Eva Nordland and the Project "Preparedness for Peace." Peace Education Miniprints No. 54.
PUB DATE- Dec 93
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; Global Approach; *International Education; International Relations; *Peace; Problem Solving; *Student Attitudes; Teacher Education; War; World Affairs
IDENTIFIERS- *Global Education; Norland (Eva); *Peace Education

This interview explores the views of Eva Norland, an educational researcher and peace activist. A discussion of peace education examines definitions, school contribution, age levels, teacher training, and instructional approach. Eva Norland offers her opinion on the concept of peace from environmental development, solidarity work, human rights, and disarmament perspectives. Brief background notes and a nine-item list of selected publications of Eva Nordland follow the interview. (CK)

Henderson, David L.; Renfrow, Raylene
Computers in Schools of Southeast Texas in 1994.
PUB DATE- Apr 94
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Role; Computer Assisted Instruction; Computer Centers; Computer Literacy; Computer Networks; *Computers; *Computer Uses in Education; *Educational Trends; Elementary Secondary Education; *Incidence; School Districts; Trend Analysis
IDENTIFIERS- *Texas (Southeast)

This paper reviews literature on the use of computers at work and home, computer skills needed by new teachers, and suggestions for administrators to support computer usage in schools. A survey of 52 school districts serving the Houston area of southeast Texas is reported, indicating that 22,664 computers were in use, with a mean of 436 computers per district in 1994, up from 86 computers per district in 1985, 202 in 1989, and 323 in 1991. Almost one third of the computers were Apple IIe/IIgs, followed by IBM, IBM clones, Macintosh, Commodore, and other brands. The estimated mean computer literacy rate for teachers in the districts was 48 percent, with a range from 5 percent to 100 percent. The mean number of computer labs in a school district was 11 labs, with a range from 1 to 85. Forty-five of the 52 districts indicated that they had networked computers. A copy of the one-page survey form is appended. (Contains 10 references.) (JDD)

Educational Research Association and the John Dewey Society (New Orleans, LA, April 4-8, 1994).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Academic Aptitude; *Educational History; Educational Objectives; *Educational Philosophy; *Educational Theories; Elementary Secondary Education; *Goal Orientation; Higher Education; *Imagination; *Role of Education; School Role; Student Development

IDENTIFIERS- *Dewey (John)

This paper explores the topic of "ends" in John Dewey's educational theories. It deals with the shift from "capacity" to "potentiality" in Dewey's conception of the learner, revealing that Dewey became aware of flaws in his "Democracy and Education" and sought to correct them. One of the motivations behind much of his later work was developing a more adequate understanding of the relationship of individual powers and educational ends. Dewey's shift to the conception of "ideal ends" was addressed in his metaphysical exploration of the topic of ends, the shift from the notion of capacity to the notion of potentiality, and the development of a theory of imagination and philosophical vision which increases the importance of art in practical affairs. Interpretation of Dewey's later works leads to the conclusions that each individual has a multitude of potentialities which become operational only when opportunities are available for exposure to specific features of the environment, that each individual has the obligation of imagining the ideal ends which are pertinent to both personal and environmental conditions, and that the schools' challenge is to help youngsters increase their ability to imagine pertinent ideal ends. (Contains 11 references.) (JDD)

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 94
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Administrator Role; Elementary Secondary Education; *Intergenerational Programs; *Older Adults; *Program Development; *Program Implementation; School Community Relationship; Student Attitudes; Teacher Role; *Voluntary Agencies; *Volunteers
IDENTIFIERS- ERIC Digests; *Volunteer Management

School volunteers come from many sources and provide a wide range of services at both the elementary and secondary levels. Senior citizens have discovered that volunteering offers an avenue for exercising skills and talents gained through a lifetime of experience. In schools across the country, older adults are being brought into classrooms, to the mutual benefit of the schools and the seniors. This digest highlights the value and importance of involving senior citizens in a school volunteer program and provides strategies for program development and implementation. Seven steps to a successful intergenerational program are outlined. These steps are: (1) a needs assessment defining what is to be accomplished; (2) a job description telling volunteers the purpose of the program, what skills are necessary, how much time they must commit, and what is expected of them; (3) recruitment techniques; (4) a screening interview; (5) orientation and training; (6) periodic recognition of volunteer efforts; and (7) an evaluation of whether the goals and objectives of the program have been achieved. Four special issues are discussed briefly: transportation for older volunteers, lunches, liability insurance, and arranging for required tuberculin (TB) skin tests. A list of five organizations and volunteer clearinghouses that can help locate suitable older volunteers is included. (LL)

devices prepared by commercial publishers, teachers, educational institutions, professional associations, departments of education, counselors, etc. Each description contains the following basic information: TC Accession Number (a six-digit identification number assigned by the Test Collection); the title of the instrument; personal or institutional author; year of publication or copyright; availability source; grade level for which test is suitable; age level for which test is suitable; and abstract. Other information, which is provided when known, includes subtests, number of test items, and time required to complete the test. Information on accessing the Test Collection via Internet concludes the document.(RMB)

ED 369 795   TM 021 222

Measures of Learning Style. Annotated Bibliography of Tests.
PUB DATE- Jul 92
NOTE- 29p.; Supersedes November, 1990.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Attitude Measures; Diagnostic Tests; Elementary Secondary Education; *Learning Modalities; *Learning Motivation; *Personality Measures; Postsecondary Education; Psychological Testing; Self Evaluation (Individuals); Thinking Skills
IDENTIFIERS- Test Bibliographies; Test Collection (Educational Testing Service)

The 34 tests described in this bibliography include measures of learning modalities, learning styles, and attitudes toward learning. Some are self-evaluations while others are checklists completed by teachers. All ages are represented. This document is one in a series of topical bibliographies from the Test Collection (TC) at Educational Testing Service (ETS) containing descriptions of more than 18,000 tests and other measurement devices prepared by commercial publishers, teachers, educational institutions, professional associations, departments of education, counselors, etc. Each description contains the following basic information: TC Accession Number (a six-digit identification number assigned by the Test Collection); the title of the instrument; personal or institutional author; year of publication or copyright; availability source; grade level for which test is suitable; age level for which test is suitable; and abstract. Other information, which is provided when known, includes subtests, number of test items, and time required to complete the test. Information on accessing the Test Collection via Internet concludes the document. (HAC)

ED 369 796 TM 021 223

Piagetian Measures. Annotated Bibliography of Tests.
PUB DATE- Oct 90
NOTE- 29p.; Supersedes September, 1988 Edition.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Abstract Reasoning; Annotated Bibliographies; *Cognitive Tests; *Developmental Tasks; *Diagnostic Tests; Elementary Secondary Education; Learning Problems; *Piagetian Theory; Screening Tests; Thinking Skills
IDENTIFIERS- Piagetian Measures; Test Bibliographies; Test Collection (Educational Testing Service)

The 56 tests described in this bibliography include instruments developed by Jean Piaget and others, based upon his work. Some instruments apply his concepts to measuring children's abilities and knowledge in mathematics, science, music, and reading. Several tests are diagnostic tests to identify individuals who may need special attention. All ages are represented. This document is one in a series of topical bibliographies from the Test Collection (TC) at Educational Testing Service (ETS) containing descriptions of more than 18,000 tests and other measurement devices prepared by commercial publishers, teachers, educational institutions, professional associations, departments of education, counselors, etc. Each description contains the following basic information: TC Accession Number (a six-digit identification number assigned by the Test Collection); the title of the instrument; personal or institutional author; year of publication or copyright; availability source; grade level for which test is suitable; age level for which test is suitable; and abstract. Other information, which is provided when known, includes subtests, number of test items, and time required to complete the test. Information on accessing the Test Collection via Internet concludes the document. (HAC)

ED 369 797 TM 021 224

Scholastic Aptitude and Mental/Cognitive Ability. Annotated Bibliography of Tests.
PUB DATE- May 92
NOTE- 123p.; Supersedes July, 1990 Edition.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Academic Aptitude; Achievement Tests; Admission (School); Annotated Bibliographies; *Aptitude Tests; *Cognitive Ability; *Cognitive Tests; Diagnostic Tests; Elementary Secondary Education; Postsecondary Education
IDENTIFIERS- Test Bibliographies; Test Collection (Educational Testing Service)

The 224 tests described in this bibliography cover a broad range of age and grade levels. The scholastic aptitude tests, some of which are entrance examinations, assess subjects' academic potential and/or aspects of mental ability which are deemed important for success in school work. Cognitive ability tests are also included and these assess such factors as verbal and numerical skills, reasoning ability, and understanding of number processes and mathematical concepts. (A separate bibliography is available covering tests of reasoning, logical thinking, and problem-solving abilities.) This document is one in a series of topical bibliographies from the Test Collection

ED 369 816 TM 021 455

Han, Lei; Hoover, H. D.
Gender Differences in Achievement Test Scores.
PUB DATE- Apr 94
NOTE- 25p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 5-7, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Achievement Tests; Age Differences; Educational Trends; Elementary School Students; Elementary Secondary Education; Language Proficiency; Mathematics Achievement; Research Needs; *Scores; Secondary School Students; *Sex Differences; *Standardized Tests; Test Results; Trend Analysis
IDENTIFIERS- Iowa Tests of Basic Skills; Iowa Tests of Educational Development; *Standardization; Tests of Achievement and Proficiency

National standardization data were used to reexamine the evidence of gender differences in achievement test scores reported in previous studies. Changes in differences over time, from 1963 to 1992, were examined, as were differences across all grade and achievement levels. Subjects participated in Iowa Tests of Basic Skills (ITBS), Iowa Tests of Educational Development (ITED), and Tests of Achievement and Proficiency (TAP) national standardizations from 1963 to 1992. Results generally agree with previous studies. In general, the nature and magnitude of differences in achievement were similar over the years. Average differences in achievement between males and females were relatively small in most subject areas, with females scoring higher in reading, language skills, and mathematics computation up to age 15 when the opposite is true in mathematics. Females generally scored higher in verbal tests at the upper grade levels. Male performance was generally more variable than that of females, and these differences in variability lead to interaction between ability level and differences in achievement for males. Males at average and below-average abilities have markedly lower achievement than females. Suggestion are made for future research into language deficits of low-achieving boys. Five tables present study results. (Contains 15 references.) (SLD)

ED 369 817 TM 021 457

Gordon, Kimberly A.; And Others
Resilient Students' Beliefs about Their Schooling Environment: A Possible Role in Developing Goals and Motivation.
PUB DATE- Apr 94
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beliefs; *Cognitive Ability; *Educational Environment; Educationally Disadvantaged; Grade Point Average; High Schools; High School Students; Objectives; *Self Concept; *Student Attitudes; Student Motivation; Success; Urban Schools
IDENTIFIERS- *Resilience (Personality)

ED 369 836 TM 021 672

Social Skills, Grade 4 and Above. Annotated Bibliography of Tests.
PUB DATE- Aug 90
NOTE- 81p.; Supersedes March, 1988 Edition.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adaptive Behavior (of Disabled); Adults; Annotated Bibliographies; Behavior Disorders; Behavior Problems; *Behavior Rating Scales; Elementary Secondary Education; Higher Education; *Interpersonal Competence; Personality Measures; *Social Behavior
IDENTIFIERS- Test Bibliographies; Test Collection (Educational Testing Service)

This bibliography of 171 tests includes measures of the ability to maintain a satisfactory relationship with others or to acquire fundamental social skills. Tests for a variety of populations are represented including those for mentally retarded, disadvantaged, and emotionally disturbed individuals. This document is one in a series of topical bibliographies from the Test Collection (TC) at Educational Testing Service (ETS) containing descriptions of more than 18,000 tests and other measurement devices prepared by commercial publishers, teachers, educational institutions, professional associations, departments of education, counselors, etc. Each description contains the following basic information: TC Accession Number (a six-digit identification number assigned by the Test Collection); the title of the instrument; personal or institutional author; year of publication or copyright; availability source; grade level for which test is suitable; age level for which test is suitable; and abstract. Other information, which is provided when known, includes subtests, number of test items, and time required to complete the test. Information on accessing the Test Collection via Internet concludes the document. (HAC)

ED 369 837 TM 021 673

Social Perception and Judgment. Annotated Bibliography of Tests.
PUB DATE- Jan 90
NOTE- 36p.; Supersedes March, 1988 Edition.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adults; Annotated Bibliographies; *Communication Skills; Early Childhood Education; Elementary Secondary Education; Higher Education; Interpersonal Competence; Nonverbal Communication; *Self Concept Measures; Self Evaluation (Individuals); *Social Cognition
IDENTIFIERS- Test Bibliographies; Test Collection (Educational Testing Service)

The 75 tests in this bibliography include those designed to measure one's sensitivity and ability to deal with social interactions. These tests measure social perception, social intelligence, and sensitivity to nonverbal communications, etc. for a variety of age levels and groups. This document is one in a series of topical bibliographies from the Test Collection (TC) at Educational Testing Service (ETS) containing descriptions of more than 18,000 tests and other measurement devices prepared by commercial publishers, teachers, educational institutions, professional associations, departments of education, counselors, etc. Each description

teachers need more education about developing the social skills of students, and they need information about poverty as well as ethnic cultures. They need opportunities to get to know the parents of their students, and they need interpersonal skills that enable them to deal with rejection, discouragement, and frustration. Urban teaching appears to be very different from teaching in the suburbs. (Contains 20 references.) (SLD)

ED 369 857 UD 029 834

Walker, Linda; And Others
Minority Recruitment in Teacher Education.
PUB DATE- Nov 93
NOTE- 44p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (22nd, New Orleans, LA, November 10-12, 1993). Funded by a grant from the Mississippi Power Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indians; Black Students; College Students; Disadvantaged Youth; Education Majors; Elementary School Students; Elementary Secondary Education; Higher Education; High School Students; Hispanic Americans; Mentors; *Minority Groups; Parent Attitudes; *Parent Participation; *Teacher Education; *Teacher Recruitment; Tutors

A grant project sought to encourage minority participation in teacher education, while offering individual tutoring and mentoring to at-risk children. Involved in the project were 3 Mississippi State University Meridian senior education majors, 4 Meridian Community College sophomores with expressed interest in teacher education, 5 Meridian High School juniors and seniors interested in working with disadvantaged children, 36 elementary pupils, and the principal and faculty of the elementary school. Data were obtained through an 18-item questionnaire designed for tutor-supervisors, tutors, and parents. An exit survey of teacher comments was also obtained to determine student success in the program. A Cronbach alpha of 0.7332 was obtained to determine internal consistency. One-way analysis of variance used to identify significant differences in the perceptions of those surveyed found that: (1) parents are in favor of such programs; (2) students in these program do well in the classroom; (3) students become happy and confident; and (4) tutor supervisors communicate student successes and failures to all involved. One table illustrates the study, and five appendixes provide additional tables, the questionnaire, and evaluation form with examples. (Contains 17 references.) (SLD)

ED 369 858 UD 029 835

Dentler, Robert A.
An Overview of a Field Study of Urban School Districts in the Far West.
PUB DATE- Apr 94
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Achievement Gains; Comparative

(TC) at Educational Testing Service (ETS) containing descriptions of more than 18,000 tests and other measurement devices prepared by commercial publishers, teachers, educational institutions, professional associations, departments of education, counselors, etc. Each description contains the following basic information: TC Accession Number (a six-digit identification number assigned by the Test Collection); the title of the instrument; personal or institutional author; year of publication or copyright; availability source; grade level for which test is suitable; age level for which test is suitable; and abstract. Other information, which is provided when known, includes subtests, number of test items, and time required to complete the test. Information on accessing the Test Collection via Internet concludes the document. (HAC)

ED 369 798 TM 021 225

Intelligence--Individually Administered, Preschool-Grade 3. Annotated Bibliography of Tests.
PUB DATE- Feb 91
NOTE- 35p.; Supersedes March, 1989 Edition.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Academic Aptitude; Annotated Bibliographies; *Cognitive Ability; Diagnostic Tests; Early Childhood Education; Intelligence Quotient; *Intelligence Tests; *Screening Tests
IDENTIFIERS- Test Bibliographies; Test Collection (Educational Testing Service)

Among the individually administered 26 intelligence tests described in this bibliography are those for deaf persons, Spanish speakers, and other special populations. Tests requiring nonverbal responses are included. Most of the tests described in this bibliography provide I.Q. scores which are standard scores, with a mean of 100 and standard deviation of 15 or 16. Although all ages are represented, the majority of tests are targeted to preschool through grade 3. This document is one in a series of topical bibliographies from the Test Collection (TC) at Educational Testing Service (ETS) containing descriptions of more than 18,000 tests and other measurement devices prepared by commercial publishers, teachers, educational institutions, professional associations, departments of education, counselors, etc. Each description contains the following basic information: TC Accession Number (a six-digit identification number assigned by the Test Collection); the title of the instrument; personal or institutional author; year of publication or copyright; availability source; grade level for which test is suitable; age level for which test is suitable; and abstract. Other information, which is provided when known, includes subtests, number of test items, and time required to complete the test. Information on accessing the Test Collection via Internet concludes the document. (HAC)

ED 369 799 TM 021 226

Intelligence--Individually Administered, Grades 4-6. Annotated Bibliography of Tests.
PUB DATE- Feb 91
NOTE- 23p.; Supersedes March, 1989 Edition.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

This paper presents the results of an exploratory analysis of goals, self-concept, and abilities of academically resilient and non-resilient students, and compares them with the beliefs these students have about their schooling environment. Resilient students are defined as coming from an impoverished and stressful environment, yet achieving a 2.75 or greater grade point average (GPA). Non-resilient students come from the same background, yet do not have the requisite GPA. Subjects were 17 resilient and 19 non-resilient students identified from a population of 170 urban high school students. The results show that students believe their schooling environment supports their cognitive abilities. However, their schooling environment is not supportive of a number of other abilities including social abilities, happiness, self-determination, individuality, and resource provision (helping others). An appendix contains a figure illustrating the conceptual framework. (Contains 14 references.) (Author/SLD)

ED 369 818 TM 021 458

Noel, Rita Thomas; Hunter, Jennie L.
Assessing the Implementation of a State Wide Competency-Based Student Tracking System in Business Education.
PUB DATE- Apr 94
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Accountability; *Business Education; Business Education Teachers; Competence; Computer Software; *Data Collection; Educational Improvement; High Schools; High School Students; Item Banks; Keyboarding (Data Entry); *Management Systems; Pilot Projects; Program Evaluation; *Program Implementation; *Secondary School Teachers; State Legislation; Student Evaluation; Surveys; Test Items
IDENTIFIERS- Competency Based Assessment; *North Carolina; Reform Efforts; *Vocational Competency Achievement Tracking Sys NC

The Vocational Competency Achievement Tracking System (VoCATS) in North Carolina is a competency-based instructional management system that allows the collection of data on student performance achievement before, during, and after instruction. A preliminary pilot study was conducted to evaluate the implementation of the VoCATS program with secondary business teachers in the western part of the state. A survey about VoCATS was then completed by 17 male and 69 female high school teachers. Approximately 73% were using the materials for the first time and nearly 25% were using them for the second year. Location of the software varied by school and coordinator, but it was generally kept in the high school. Keyboarding was the course in which all three VoCATS items were most often used. Thirty-nine percent of teachers found VoCATS materials very helpful or helpful in planning, and 54% found the curriculum guide useful. Forty percent used the VoCATS test-item banks more than twice in a year, and 68% used non-VoCATS test materials. Seventy-three teachers, if given a choice, would continue to use VoCATS materials. Teacher recommendations for improvement centered on editing and revising item-bank materials. Six tables present survey findings. (Contains 24 references.) (SLD) contains the following basic information: TC Accession Number (a six-digit identification number assigned by the Test Collection); the title of the instrument; personal or institutional author; year of publication or copyright; availability source; grade level for which test is suitable; age level for which test is suitable; and abstract. Other information, which is provided when known, includes subtests, number of test items, and time required to complete the test. Information on accessing the Test Collection via Internet concludes the document. (HAC)

ED 369 838   TM 021 674

Behavior Rating Scales, Preschool - Grade 3. Annotated Bibliography of Tests.
PUB DATE- Jan 91
NOTE- 64p.; Supersedes February, 1989 Edition.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Behavior Disorders; *Behavior Problems; *Behavior Rating Scales; *Child Behavior; Early Childhood Education; Elementary Education; *Parent Child Relationship; Personality Measures; Screening Tests; Social Behavior
IDENTIFIERS- Test Bibliographies; Test Collection (Educational Testing Service)

This bibliography of 142 scales contains measures requiring the observation of a particular set of actions and the recording, usually at a later time, of some inference or judgment concerning the observed actions. The ratings may be in terms of an indication of the presence, degree, or frequency of a behavior. The majority of instruments target the behavior of children in preschool, kindergarten, and primary grade classrooms. Many are concerned with the behaviors of children with disabilities. Measures of problem behaviors such as hyperactivity, aggression, and neuroticism are included as is information for some scales for use with Spanish speakers. This document is one in a series of topical bibliographies from the Test Collection (TC) at Educational Testing Service (ETS) containing descriptions of more than 18,000 tests and other measurement devices prepared by commercial publishers, teachers, educational institutions, professional associations, departments of education, counselors, etc. Each description contains the following basic information: TC Accession Number (a six-digit identification number assigned by the Test Collection); the title of the instrument; personal or institutional author; year of publication or copyright; availability source; grade level for which test is suitable; age level for which test is suitable; and abstract. Other information, which is provided when known, includes subtests, number of test items, and time required to complete the test. Information on accessing the Test Collection via Internet concludes the document. (HAC)

ED 369 839   TM 021 675

Behavior Rating Scales, Grades 4-6. Annotated Bibliography of Tests.
PUB DATE- Jan 91
NOTE- 52p.; Supersedes February, 1989 Edition.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)

Analysis; Cultural Differences; Disadvantaged Youth; Educational Change; Elementary Secondary Education; *Ethnic Groups; Federal Programs; Field Studies; *Immigrants; *Minority Groups; Public Schools; School Districts; School District Size; *Urban Schools
IDENTIFIERS- Arizona; California; Language Minorities; Nevada; *Newcomers; *United States (Far West)

This paper presents an overview of a 3-year, federally funded comparative study of 11 public school districts and 40 schools in metropolitan areas of California, Arizona, and Nevada. The purpose was to identify school districts that are successfully meeting the challenge of educating relatively high numbers of newcomer students (ethnic and language minorities and immigrants), to compare these districts systematically with less successful districts, and to search for models of success that might be shared. The communities were heavily affected by ethnic and language minority students in the 1980s, and differed markedly in their achievement-gain scores. Examination of their histories and local cultures led the research team to conclude that score differences were not the result of chance. There were three communities with proactive, responsive, adaptive, and innovative public instruction, and eight in more or less severe states of confusion and inefficiency. Superintendents who succeeded regarded cultural diversity as a strength of their schools. The evidence suggests that schools and districts can help to lift or to depress student-learning outcomes. The study supports current research literature in suggesting that very large districts have a difficult time succeeding if they contain large numbers of very disadvantaged students. (Contains 2 references.) (SLD)

ED 369 859 UD 029 836

Sapp, Marty; And Others
Cognitive-Behavioral Therapy: Applications for African-American Middle School At-Risk Students.
PUB DATE- Mar 94
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Attendance; Behavioral Objectives; *Black Students; *Cognitive Processes; Grade Point Average; *High Risk Students; Junior High School Students; Middle Schools; Path Analysis; Pretests Posttests; *Therapy
IDENTIFIERS- Academic Self Concept; *African Americans; *Middle School Students

This study found a statistically significant relationship between cognitive-behavioral therapy and improvements in African American middle school students' grade point averages, number of days absent, and number of days tardy. Subjects were 60 junior high school students. The results of a path analysis provided the rationale for conducting this study. Using a randomized pretest/posttest design, significant changes were found on these three things after students experienced cognitive-behavioral therapy. It is suggested that academic self-concept is the mediating variable between cognitive-behavioral therapy and academic achievement. (Contains 26 references.) (Author/SLD)

ED 369 860 UD 029 837

PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Aptitude; Annotated Bibliographies; *Cognitive Ability; *Diagnostic Tests; *Intelligence Quotient; *Intelligence Tests; Intermediate Grades; Learning Problems; Nonverbal Tests; *Screening Tests; Verbal Tests
IDENTIFIERS- Test Bibliographies; Test Collection (Educational Testing Service)

Among the individually administered 34 intelligence tests described in this bibliography are those for deaf persons, Spanish speakers, and other special populations. Tests requiring nonverbal responses are included. Most of the tests described in this bibliography provide I.Q. scores which are standard scores, with a mean of 100 and standard deviation of 15 or 16. Although all ages are represented, the majority of tests are targeted to grades 4 through 6. This document is one in a series of topical bibliographies from the Test Collection (TC) at Educational Testing Service (ETS) containing descriptions of more than 18,000 tests and other measurement devices prepared by commercial publishers, teachers, educational institutions, professional associations, departments of education, counselors, etc. Each description contains the following basic information: TC Accession Number (a six-digit identification number assigned by the Test Collection); the title of the instrument; personal or institutional author; year of publication or copyright; availability source; grade level for which test is suitable; age level for which test is suitable; and abstract. Other information, which is provided when known, includes subtests, number of test items, and time required to complete the test. Information on accessing the Test Collection via Internet concludes the document. (HAC)

ED 369 800 TM 021 227

Intelligence--Group Administered, Grades 4-6. Collection. Annotated Bibliography of Tests.
PUB DATE- Feb 91
NOTE- 20p.; Supersedes February, 1989 Edition.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Academic Aptitude; Annotated Bibliographies; Cognitive Ability; Diagnostic Tests; *Intelligence Quotient; *Intelligence Tests; Intermediate Grades; Learning Problems; Nonverbal Tests; Personality Measures; Verbal Tests
IDENTIFIERS- Test Bibliographies; Test Collection (Educational Testing Service)

Most of the 28 tests included in this bibliography assess intelligence and provide an actual I.Q. score or one that is statistically similar. (A complete list of mental or cognitive ability tests is available separately.) Although all ages are represented, the majority of tests are targeted to grades 4 through 6. This document is one in a series of topical bibliographies from the Test Collection (TC) at Educational Testing Service (ETS) containing descriptions of more than 18,000 tests and other measurement devices prepared by commercial publishers, teachers, educational institutions, professional associations, departments of education, counselors, etc. Each description contains the following basic information: TC Accession Number (a six-digit identification number assigned by the Test Collection); the title of the instrument; personal or institutional author; year of publication or copyright; availability source; grade level for which test is suitable; age level for which test is suitable;

ED 369 819 TM 021 460

Districtwide Norm-Referenced and Criterion-Referenced Tests Results, 1993: An Exploratory Data Analysis of the Relationship between Achievement and Absenteeism in New Orleans Public Schools.
PUB DATE- Mar 94
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Achievement Tests; *Attendance; *Criterion Referenced Tests; Educational Improvement; Elementary Secondary Education; Enrollment; Low Achievement; Mathematics Tests; *Norm Referenced Tests; Profiles; Public Schools; Reading Tests; School Districts; *State Programs; Tables (Data); Testing Programs; *Test Results
IDENTIFIERS- California Achievement Tests; Exit Examinations; *New Orleans Public Schools LA

This report examines absenteeism and its relationship to performance on the California Achievement Tests (CAT) and the Graduation Exit Examinations (GEE) administered in the New Orleans (Louisiana) public schools in the spring of 1993. It also focuses on the need to report test data in a manner that more accurately reflects a district's achievement performance on standardized tests. Achievement profiles are presented that should be used to determine the success of district efforts for educational improvement. Achievement is more accurately reflected when test results are adjusted for student enrollment and absenteeism at the tested school. Evidence of district progress is best based on students enrolled all year who were not absent excessively. Median reading percentile scores on the CAT for students with less than 16 days absent were 4 to 7 points higher at every grade compared with scores not adjusted for absenteeism. Median reading and mathematics percentiles decreased as the number of days absent increased at all grade levels. A similar pattern was apparent for the GEE. The problem of absenteeism is especially critical at the secondary level, where any proposed solution must address the needs of high-risk students. Eight tables and five figures present study findings. (SLD)

ED 369 820 TM 021 464

Frederiksen, Norman
The Influence of Minimum Competency Tests on Teaching and Learning.
PUB DATE- Mar 94
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Age Differences; Educational History; Elementary Secondary Education; *Learning; Literature Reviews; *Mathematics Tests; *Minimum Competency Testing; National Surveys; Policy Formation; Standards; *Teaching Methods; Test Use
IDENTIFIERS- Competency Based Evaluation; High Stakes Tests; *National Assessment of Educational Progress; *Testing Effects

Past research on the effects of Minimum Competency Tests (MCT) on teaching and learning is reviewed, and the large database of the National Assessment of Educational Progress (NAEP) is used to shed more light on these effects. There seems to be little

DESCRIPTORS- Annotated Bibliographies; *Behavior Disorders; *Behavior Problems; *Behavior Rating Scales; Child Behavior; Intermediate Grades; Interpersonal Competence; *Parent Child Relationship; Social Behavior; Social Cognition; *Student Behavior
IDENTIFIERS- Test Bibliographies; Test Collection (Educational Testing Service)

This bibliography of 146 scales contains measures requiring the observation of a particular set of actions and the recording, usually at a later time, of some inference or judgment concerning the observed actions. Judgment may be in terms of an indication of the presence, degree, or frequency of a behavior. The majority of instruments target the school related behavior of children in grades 4-6 as observed by teachers. This document is one in a series of topical bibliographies from the Test Collection (TC) at Educational Testing Service (ETS) containing descriptions of more than 18,000 tests and other measurement devices prepared by commercial publishers, teachers, educational institutions, professional associations, departments of education, counselors, etc. Each description contains the following basic information: TC Accession Number (a six-digit identification number assigned by the Test Collection); the title of the instrument; personal or institutional author; year of publication or copyright; availability source; grade level for which test is suitable; age level for which test is suitable; and abstract. Other information, which is provided when known, includes subtests, number of test items, and time required to complete the test. Information on accessing the Test Collection via Internet concludes the document. (HAC)

ED 369 840 TM 021 676

Behavior Rating Scales, Grade 7 and Above. Annotated Bibliography of Tests.
PUB DATE- Jan 91
NOTE- 58p.; Supersedes February, 1989 Edition.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adults; Annotated Bibliographies; Attitude Measures; Behavior Disorders; Behavior Problems; *Behavior Rating Scales; *Cognitive Tests; Higher Education; *Parent Child Relationship; Personality Measures; Secondary Education; *Social Behavior
IDENTIFIERS- Test Bibliographies; Test Collection (Educational Testing Service)

The 121 scales in this bibliography are measures requiring the observation of a particular set of actions and the recording, usually at a later time, of some inference or judgment concerning the observed actions. Judgment may be in terms of an indication of the presence, degree, or frequency of a behavior. This list includes scales for use with business and school groups and handicapped and non-handicapped individuals or groups. Most of the scales target age 13 and above. This document is one in a series of topical bibliographies from the Test Collection (TC) at Educational Testing Service (ETS) containing descriptions of more than 18,000 tests and other measurement devices prepared by commercial publishers, teachers, educational institutions, professional associations, departments of education, counselors, etc. Each description contains the following basic information: TC Accession Number (a six-digit identification number assigned by the Test Collection); the title of the instrument; personal or institutional author; year of publication or copyright;

Sallade, Ronald; Erickson, Cynthia L.
SUCCESS Program Planning/Evaluation Report for 1992-93. Focus on Program Evaluation.
PUB DATE- Nov 93
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Ancillary School Services; Budgets; *Comprehensive Programs; Cooperation; Coordination; Educational Finance; Elementary Secondary Education; Health Programs; *High Risk Students; Parent Attitudes; Program Evaluation; Public Schools; School Districts; *Social Services; *Student Attitudes
IDENTIFIERS- Case Management; *Des Moines Public Schools IA; *Project SUCCESS IA

To address the needs of at-risk children, Project SUCCESS of the Des Moines (Iowa) public schools provides employment, health, mental health, and social services in a comprehensive one-stop shopping manner at public schools. Coordinated services are provided through direct provision of services, case management, and referral as appropriate. The program receives funding from a variety of sources, including the United Way, and about 100 agencies have collaborated with Project SUCCESS in some way or other. Evaluation indicates that the SUCCESS program contributes to the accomplishment of the District mission by serving a diverse population of students, strengthening the qualities of the family that enhance learning, and reducing factors that interfere with learning. Over 70 percent of families receiving services made progress toward achieving goals they developed in individual service plans, and over 80 percent of parents and students reported satisfaction with program services. Expansion of SUCCESS services is planned for prenatal and preschool services. Appendix A contains a third-party review of program efforts, and Appendix B presents a progress report. (SLD)

ED 369 861 UD 029 838

Brombach, Catherine; Tice, Natasha Florey
Breaking Barriers: An Asian-American Curriculum Unit.
PUB DATE- Mar 94
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Asian Americans; Bias; *Cultural Awareness; Cultural Differences; *Curriculum; Elementary Education; Elementary School Students; Ethnic Groups; Racial Differences; *Social Change; Stereotypes
IDENTIFIERS- *Barrier Behavior

A 10-day curriculum is presented for upper elementary grades to explore who is in power on the local, state, and federal levels; and to investigate why so few Asian Americans are in power; and to confront personal prejudices and break stereotypes about Asian Americans. The 10 days are devoted to the following: (1) distinguishing between prejudice and dislike, (2) stereotyping, (3) how stereotyping affects people, (4) prejudice as distinguished from oppression, (5) dispelling myths about Asian Americans, (6) characteristics of the U.S. power group, (7) current Asian American issues, (8) panel discussion of barriers Asian Americans have faced, (9) choosing and abstract. Other information, which is provided when known, includes subtests, number of test items, and time required to complete the test. Information on accessing the Test Collection via Internet concludes the document. (HAC)

ED 369 801 TM 021 228

Intelligence--Group Administered, Grades 7 and Above. Annotated Bibliography of Tests.

PUB DATE- Feb 91

NOTE- 29p.; Supersedes February, 1989 Edition.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- *Academic Aptitude; Adults; Annotated Bibliographies; Career Guidance; *Cognitive Ability; Intelligence Quotient; *Intelligence Tests; Personality Measures; Secondary Education; Vocational Evaluation

IDENTIFIERS- Test Bibliographies; Test Collection (Educational Testing Service)

Most of the 47 tests included in this bibliography assess intelligence and provide an actual I.Q. score or other score with similar statistical properties. Many of the tests are designed to measure occupational qualifications or to aid in career guidance. Although all ages are represented, the majority of tests are targeted to grade 7 and above. A complete list of mental or cognitive ability tests is available separately. This document is one in a series of topical bibliographies from the Test Collection (TC) at Educational Testing Service (ETS) containing descriptions of more than 18,000 tests and other measurement devices prepared by commercial publishers, teachers, educational institutions, professional associations, departments of education, counselors, etc. Each description contains the following basic information: TC Accession Number (a six-digit identification number assigned by the Test Collection); the title of the instrument; personal or institutional author; year of publication or copyright; availability source; grade level for which test is suitable; age level for which test is suitable; and abstract. Other information, which is provided when known, includes subtests, number of test items, and time required to complete the test. Information on accessing the Test Collection via Internet concludes the document. (HAC)

ED 369 802 TM 021 229

Educational Record and Report Forms. Annotated Bibliography of Tests.

PUB DATE- Dec 89

NOTE- 22p.; Supersedes February, 1988 Edition.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- *Academic Records; Annotated Bibliographies; Elementary Secondary Education; Postsecondary Education; *Profiles; *Records (Forms); Report Cards; *Student Evaluation; *Student Records

IDENTIFIERS- Test Bibliographies; Test Collection (Educational Testing Service)

The 44 records in this bibliography described record forms including cumulative record folders, report cards, test profile forms (which give varied interpretations of scores from standardized tests), and other data collection tools designed for specific uses in educational programs. The bibliography doubt that MCT, together with associated changes in instructional methods, has produced some substantial changes in student performance. The influence of state-mandated MCT on the quality of teaching and learning as reflected in the NAEP was investigated by comparing the performance of participants in the 1978 mathematics assessment with performance of participants in the 1986 assessment; the same set of items was used on both occasions. The 1978 assessment occurred before MCT were in general use. The better performance of students in 1986 was probably due to the efforts of teachers who made use of MCTs and high-stakes tests. The younger students in 1986 apparently profited more from the MCTs and high-stakes tests than the older students did. It seems reasonable to conclude that the use of MCTs can have desirable influences on performance of young students as measured by the NAEP. Nine tables, including some in an appendix titled "Some Broader NEP Methods and Interests," present study findings. (Contains 16 references.) (SLD)

ED 369 821 TM 021 465

Harvey-Beavis, Adrian
Analyzing Teacher Judgments with the Rasch Model: Their Contribution to the Construction of Continua to Assess Literacy Developments in the Early Years of School.
PUB DATE- Apr 94
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Patterns; Child Development; Educational Assessment; Elementary Education; Elementary School Students; *Elementary School Teachers; Evaluation Methods; Foreign Countries; Item Response Theory; *Literacy; Program Evaluation; Spelling; *Student Evaluation; Validity
IDENTIFIERS- Australia; *Continuum Models; First Steps Program (Australia); Indicators; *Rasch Model; Validity Research

How teachers' judgments about student literacy behavior were analyzed under the Rasch model is described. The analysis was done to assist staff of the Western Australian Department of Education to revise aspects of a literacy program called "First Steps" for the early years of school. First Steps uses a developmental continuum of small phases of student development. To illustrate the analysis, the Spelling Development Continuum is used. Data for the validation of this continuum were provided by 39 teachers of years 1, 3, 5, and 7, with reevaluation data from an additional 88 teachers. Data consisted of judgments about the extent to which up to 10 students in each class exhibited evidence of behavior described by continuum indicators. Data were analyzed with the computer program Quest, which produces item- response-theory calibrations of indicators. The application of Rasch modeling techniques made it possible to extend the concern of the research beyond the order of the indicators to a more complex examination of the entire continuum, and this resulted in rewording of some indicators and more general investigations of the whole continuum. Nine exhibits demonstrate the analysis steps. (Contains 6 references.) (SLD)

ED 369 822 TM 021 466

availability source; grade level for which test is suitable; age level for which test is suitable; and abstract. Other information, which is provided when known, includes subtests, number of test items, and time required to complete the test. Information on accessing the Test Collection via Internet concludes the document. (HAC)

ED 369 841 TM 021 677

Group Behavior and Influence. Annotated Bibliography of Tests.
PUB DATE- May 91
NOTE- 39p.; Supersedes May, 1989 Edition.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adults; Annotated Bibliographies; *Attitude Measures; Elementary Secondary Education; Family Relationship; *Group Behavior; Group Dynamics; Higher Education; *Interpersonal Communication; Organizational Development; *Teamwork
IDENTIFIERS- Test Bibliographies; Test Collection (Educational Testing Service)

The 76 tests in this bibliography include descriptions of measures examining the dynamics of functioning groups as a whole and other measures eliciting information concerned with group members on an individual basis. Although all ages are represented, the tests target primarily adults. This document is one in a series of topical bibliographies from the Test Collection (TC) at Educational Testing Service (ETS) containing descriptions of more than 18,000 tests and other measurement devices prepared by commercial publishers, teachers, educational institutions, professional associations, departments of education, counselors, etc. Each description contains the following basic information: TC Accession Number (a six-digit identification number assigned by the Test Collection); the title of the instrument; personal or institutional author; year of publication or copyright; availability source; grade level for which test is suitable; age level for which test is suitable; and abstract. Other information, which is provided when known, includes subtests, number of test items, and time required to complete the test. Information on accessing the Test Collection via Internet concludes the document. (HAC)

ED 369 842 UD 029 581

O'Neil, Jean
Changing Perspectives: Youth as Resources.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- 90
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescents; *Community Programs; Disadvantaged Youth; *Program Development; *Program Evaluation; Youth Employment; Youth Opportunities; *Youth Programs
IDENTIFIERS- Community Needs; Empowerment; Indiana; *Youth As Resources Initiative; Youth Community Service

This report summarizes the efforts and successes of the Youth as Resources (YAR) initiative, a program that offers youth empowerment and leadership in community service. It utilizes all youth in an effort to address any social or community issue an issue to change, and (10) continuing the discussion of social change through an action plan. An appendix contains role plays and worksheets, as well as summaries of the contributions of some famous Asian Americans. (Contains 28 references and an annotated bibliography of 46 sources.) (SLD)

ED 369 862 UD 029 839

Muskal, Fred; Chairez, Maria
The Mobility Strategies of Successful Hispanic High School Students.
PUB DATE- 90
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Academic Aspiration; Classification; *Educational Mobility; High Schools; *High School Students; *Hispanic Americans; Immigrants; *Learning Strategies; Mentors; Outcomes of Education; Parent Child Relationship; Peer Relationship; *Social Mobility
IDENTIFIERS- *Hispanic American Students

This study examined how successful Hispanic American high school students have managed their upward mobility, specifically the decision to work hard and get to college. The sample consisted of 115 participants at the annual Hispanic Youth Conference in Sacramento (California). Why the students decided on college, how they planned to get there, and the strategies they pursued to deal with peers and school to achieve success were studied. Following modifications of the typology of Ogbu (1978) and the concept of eth-class of Gordon (1964), students were divided into caste, immigrant, and autonomous groups. Caste students need teacher help and are willing to fight the bureaucracy to take needed classes. Immigrant students benefit from school programs and some parental help and try to mentor others. Autonomous students choose to segregate their peer relationships by activity and receive mostly parental mentoring. From the experiences of these students, a list of suggested student strategies was prepared. Strategies include peer management, commitment to a hard work model, and never giving up on oneself. Specific strategies are suggested for teachers in the areas of: (1) finding common errors, (2) forming homework groups, (3) mentoring students, and (4) increasing opportunities for upward movement in school. Some suggestions are made for the entire school as well. (Contains 3 references.) (SLD)

ED 369 863 UD 029 840

Stout, Kathleen
Chapter 1: Creating Opportunities for Success through Replacement Services. Chapter 1 Replacement Class Collaborative Teaming and Intensive Teaching Time. A Model for Student Success in Newark City Schools.
PUB DATE- 94
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Compensatory Education; *Cooperation; Educationally Disadvantaged; Elementary Secondary Education; Language Arts; Mathematics; Models; Program Development; Teacher Responsibility; *Teaching Methods; *Urban Schools

includes record forms for all grade levels. This document is one in a series of topical bibliographies from the Test Collection (TC) at Educational Testing Service (ETS) containing descriptions of more than 18,000 tests and other measurement devices prepared by commercial publishers, teachers, educational institutions, professional associations, departments of education, counselors, etc. Each description contains the following basic information: TC Accession Number (a six-digit identification number assigned by the Test Collection); the title of the instrument; personal or institutional author; year of publication or copyright; availability source; grade level for which test is suitable; age level for which test is suitable; and abstract. Other information, which is provided when known, includes subtests, number of test items, and time required to complete the test. Information on accessing the Test Collection via Internet concludes the document. (HAC)

ED 369 803 TM 021 230

Curriculum and Program Evaluation. Annotated Bibliography of Tests.
PUB DATE- May 91
NOTE- 67p.; Supersedes June, 1989 Edition.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adults; Annotated Bibliographies; *Curriculum Evaluation; Educational Assessment; *Educational Improvement; Educational Quality; Elementary Secondary Education; Postsecondary Education; *Program Attitudes; *Program Evaluation; *Self Evaluation (Groups)
IDENTIFIERS- Test Bibliographies; Test Collection (Educational Testing Service)

The 141 instruments in this bibliography include both single measures and series of measures which have been used to evaluate a variety of educational and other types of programs. Also in this list are measures of teacher and student perceptions of the value of certain aspects of the school curriculum. All ages are represented. This document is one in a series of topical bibliographies from the Test Collection (TC) at Educational Testing Service (ETS) containing descriptions of more than 18,000 tests and other measurement devices prepared by commercial publishers, teachers, educational institutions, professional associations, departments of education, counselors, etc. Each description contains the following basic information: TC Accession Number (a six-digit identification number assigned by the Test Collection); the title of the instrument; personal or institutional author; year of publication or copyright; availability source; grade level for which test is suitable; age level for which test is suitable; and abstract. Other information, which is provided when known, includes subtests, number of test items, and time required to complete the test. Information on accessing the Test Collection via Internet concludes the document. (HAC)

ED 369 804 TM 021 231

Teaching Style. Annotated Bibliography of Tests.
PUB DATE- Jun 90
NOTE- 44p.; Supersedes June, 1988 Edition.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)

Merrill, Douglas C.; Reiser, Brian J.
Using Informal Knowledge in Formal Domains: Intuitions and Notations Sometimes Clash.
SPONS. AGENCY- Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.; Spencer Foundation, Chicago, Ill.
PUB DATE- Apr 94
NOTE- 44p.; Poster presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Coding; Cognitive Structures; *Diagrams; Difficulty Level; *Economics; Gifted; Illustrations; Instructional Materials; Intuition; Junior High Schools; *Junior High School Students; Knowledge Level; Learning Processes; Planning; *Problem Solving; *Thinking Skills; Videotape Recordings
IDENTIFIERS- *Informal Knowledge

External representations have a great impact on what and how students learn. One key manner in which environments can operate upon novices' knowledge is through helping them ground their problem solving in an understanding of the situation embodied by the problem. In this paper, students' difficulties in microeconomics problem solving were investigated, along with the ways traditional representations such as supply and demand graphs interfere with students' situational understanding. Fourteen gifted students in grades 7 through 9 were videotaped solving a few economics problems similar to those found in typical introductory economics courses. How they used the diagrams to help themselves construct an understanding of the situation was studied. It was found that students who experienced minor impasses relied on the notation to overcome them, even though that sometimes led the students into worse errors. In contrast, when the notation did not offer any support for the reasoning, students fell back on reasoning about the situation in the world and were often more successful. Based on these results, it is argued that not only must the initial problem solving in a domain be based on novices' understanding of the world, but also that the notation used for the problem solving must encourage students to use this understanding to guide planning and to overcome impasses throughout the problem solving. Eight figures illustrate study data. (Contains 27 references.) (Author/SLD)

ED 369 823   TM 021 477

Mangino, Evangelina; And Others
Annual Report on Student Achievement 1992-93. Publication Number 92.30.
PUB DATE- 93
NOTE- 73p.; For the 1991-92 report, see ED 352 370.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Achievement Tests; College Entrance Examinations; *Criterion Referenced Tests; Elementary Secondary Education; High School Graduates; *Norm Referenced Tests; School Districts; Scores; Tables (Data); *Test Results
IDENTIFIERS- *Austin Independent School District TX; Iowa Tests of Basic Skills; Norm Referenced Assessment Program for Texas; *Texas; Texas Assessment of Academic Skills

Student achievement in the Austin Independent School District deemed important to a local area and provides opportunities for a wide range of agencies to host or to benefit from youth service projects. Part 1 of the report details the development and grounding of the YAR concept, as well as its impact on youth policy. It then outlines how the program came to Indiana, and provides an overall view of how the idea fared in practice. Part 2 offers some conclusions and lessons from these experiences and suggests ways to bring the benefits of the YAR concept to other communities. Part 3 presents stories of actual programs in each of the cities, including the evaluations of local projects. An appendix contains YAR program evaluation interview questions and surveys. (GLR)

ED 369 843   UD 029 611

Rotberg, Iris C.; Harvey, James J.
Federal Policy Options for Improving the Education of Low-Income Students. Volume I, Findings and Recommendations.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- 93
NOTE- 86p.; For related congressional testimony, see ED 358 514; for volume II and III see UD 029 658 and UD 029 861.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; Children; *Compensatory Education; Disadvantaged Youth; Economically Disadvantaged; Educational Finance; *Educational Improvement; Elementary Secondary Education; Federal Government; *Federal Programs; Financial Support; *Government Role; *Low Income Groups; Minority Group Children; Policy Formation; *Public Policy; Urban Youth
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; Hawkins Stafford Act 1988

The RAND Institute on Education and Training in consultation with the Committee on Education and Labor of the House of Representatives undertook an analysis of federal policy options to improve education in low-income areas. The analysis focuses on Chapter 1 of the Elementary and Secondary Education Act of 1965, drawing on a comprehensive review of evaluation data; invited commentary by 91 policymakers, researchers, and educators; and a commissioned study of federal options for school finance equalization. This volume, first of three, assesses the current Chapter 1 program and describes a strategy for reformulating the program to encourage fundamental improvements in the quality of education for low-income students. Three basic changes are recommended: (1) increasing Chapter 1 funding for the nation's lowest-income school districts and schools; (2) encouraging fundamental improvements in the quality of education available to low-income children of all achievement levels; and (3) using a separate general aid program to provide incentives for equalizing overall funding within states. These fundamental changes will require a new concept of accountability and a new approach to achievement testing. One figure and three tables illustrate the discussion. (Contains 48 references.) (SLD)

ED 369 844   UD 029 658

Rotberg, Iris C., Ed.; And Others
Federal Policy Options for Improving the Education of Low-Income Students. Volume II, Commentaries.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- 93
NOTE- 319p.; For related congressional testimony, see ED 358 514;

IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1;
*Newark City School District OH

This collection of documents describes the Chapter 1 programs of the Newark (Ohio) City Schools and presents a model for programs to increase student success. Newark is a midsized city district with 1 high school, 3 middle schools, and 12 elementary schools, 7 of which receive Chapter 1 services. Collaborative efforts include replacement classes. Replacement classes do not involve just giving the responsibility for all the low achievers to the Chapter 1 teacher or simply serving more students. Instead, it is intended to bring teachers together to develop the most effective way to meet the needs of all the students. A replacement project provides Chapter 1 service for more than 25 percent of the time a child would, in the absence of Chapter 1 funds, receive classroom instructional service. The model for increasing Chapter 1 student success outlines plans for 5 years. A comparison of the replacement model and traditional models highlights its structure and services and clearly outlines teacher responsibilities. A typical daily schedule illustrates the replacement plan in action. Other attachments include a chart for flexible grouping, an illustration of intensive teaching time, benchmarks for language arts and mathematics, some sample record sheets, and a memorandum to program coordinators explaining replacement projects. (SLD)

ED 369 864 UD 029 841

Williams, Cynthia; And Others
African American Studies Programs.
SPONS. AGENCY- Clemson Univ., SC. Houston Center for the Study of the Black Experience in Higher Education.
PUB DATE- 7 Dec 93
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- African History; *African Studies; Black Culture; Black History; *Black Studies; Colleges; Course Content; *Cultural Education; *Curriculum Development; Higher Education; Program Descriptions; Resource Materials; Universities
IDENTIFIERS- *African Americans; *University of South Carolina

This study of selected colleges and universities is intended to provide insight into a variety of African American studies (AAS) programs and departments to aid in the restructuring of the curriculum and method of instruction in the existing program at the University of South Carolina. As this review of the history and development of such programs demonstrates, the interdepartmental approach has proven effective at institutions with limited funds, as is shown by the examples of several large universities. However, this type of curriculum is most beneficial when there is a defined AAS department offering a variety of fundamental courses taught by a permanent AAS staff. This is the direction recommended for the University of South Carolina. An appendix summarizes types of programs at over 20 institutions, and a second appendix lists AAS programs across the country. (Contains 24 references and a separate list of 51 primary sources in the AAS field.) (SLD)

ED 369 865 UD 029 842

Green, Herman G.; And Others
Curriculum Diversity Competitive Grants Project: An Evaluation.
PUB DATE- Jun 93

DESCRIPTORS- Annotated Bibliographies; *Behavior Rating Scales; Classroom Communication; Elementary Secondary Education; Postsecondary Education; Self Evaluation (Individuals); *Student Evaluation of Teacher Performance; *Teacher Behavior; Teacher Effectiveness; Teacher Student Relationship; *Teaching Styles
IDENTIFIERS- Test Bibliographies; Test Collection (Educational Testing Service)

The 91 instruments in this bibliography include rating scales, coding systems, and inventories that are designed to determine the manner in which teachers approach the instruction of their classes, e.g. authoritarian vs. student centered, discovery oriented vs. expository, etc. Several of the tests are designed to give teachers feedback from their classes to aid in improving educational quality. This document is one in a series of topical bibliographies from the Test Collection (TC) at Educational Testing Service (ETS) containing descriptions of more than 18,000 tests and other measurement devices prepared by commercial publishers, teachers, educational institutions, professional associations, departments of education, counselors, etc. Each description contains the following basic information: TC Accession Number (a six-digit identification number assigned by the Test Collection); the title of the instrument; personal or institutional author; year of publication or copyright; availability source; grade level for which test is suitable; age level for which test is suitable; and abstract. Other information, which is provided when known, includes subtests, number of test items, and time required to complete the test. Information on accessing the Test Collection via Internet concludes the document. (HAC)

ED 369 805 TM 021 232

Culture-Fair Tests. Annotated Bibliography of Tests.
PUB DATE- Apr 90
NOTE- 33p.; Supersedes October, 1988 Edition.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Cognitive Tests; *Culture Fair Tests; Developmental Tasks; Early Childhood Education; Elementary Secondary Education; Language Skills; Learning Disabilities; Postsecondary Education; Psychological Testing; *Screening Tests
IDENTIFIERS- Test Bibliographies; Test Collection (Educational Testing Service)

The 56 tests in this bibliography have been designated as culture fair by their publisher or have been mentioned in the literature as being culture fair. A culture fair or culture free test is defined as one that has freedom from verbal, content, or emotional loadings that differ among cultures. Some tests on this list, described as being culture fair, do use verbal, oral, or written questions and/or pictures, which may have content unfamiliar to other cultures. Some test are included in the list because the publisher has stated that the content has been reviewed for bias to ethnic groups living in the United States. All ages are represented in this test collection. This document is one in a series of topical bibliographies from the Test Collection (TC) at Educational Testing Service (ETS) containing descriptions of more than 18,000 tests and other measurement devices prepared by commercial publishers, teachers, educational institutions, professional associations, departments of education, counselors, etc. Each description contains the following basic

(AISD) (Texas), as reflected by different achievement test scores, is reported for 1992-93. In this year, 14,114 students took the Texas Assessment of Academic Skills (TAAS)in the fall, and 14,799 took the TAAS in the spring. In grades 1 and 2, 9,520 students took the Iowa Tests of Basic Skills (ITBS). In grades 3 through 11, 36,642 students took the Norm Referenced Assessment Program for Texas (NAPT). Three other tests were given districtwide but were reported only for individual students. Results of these programs and national college entrance examinations indicate that Austin high school graduates continue to excel, with average scores above those of the state and the nation. AISD students ranked number one among urban districts for the state criterion-referenced tests. AISD TAAS mastery percentages for fall 1992 are higher in 1 area, the same in 1, and lower in 10 than state averages as a whole. AISD scored above state averages in all grades except grade-7 mathematics concepts and estimation on the NAPT. Recommendations are made for improvement in the district, particularly in writing and mathematics. Thirty-eight figures present results from various testing programs. Ten attachments provide additional tables of data about test results. (SLD)

ED 369 824 TM 021 478

Sabatino, Melissa; Rumbaut, Marilyn
School Based Improvement: Changes in AISD, 1992-93. Publication Number 93.32.
PUB DATE- Nov 93
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Accountability; Budgeting; Cooperative Programs; *Decentralization; *Decision Making; Educational Environment; Educational Improvement; Educational Objectives; Elementary Secondary Education; Leadership; Parent Participation; Pilot Projects; Program Implementation; School Business Relationship; School Districts; *School Restructuring; School Role; Staff Development; Surveys; *Teacher Attitudes; Teaching Methods
IDENTIFIERS- *Austin Independent School District TX; IBM Corporation; Project A Plus Elemen Techn Demonstration Schools

In 1989, a long-term partnership began between International Business Machines (IBM) Corporation and the Austin Independent School District (AISD) to form Project A (later named the A Coalition), a program designed to be a catalyst for educational improvement by identifying fundamental changes needed to enhance education and to marshal community support for those changes. School Based Improvement (SBI) is a vehicle for restructuring schools to meet these goals. It is based on the concepts of decentralization of decision-making authority, shared decision making, and accountability. Impact is felt mainly in budget development, instructional delivery, staffing, and staff development. After pilot tests in 1990-91 and 1991-92, AISD began districtwide implementation of SBI in 1992-93. Surveys of 277 teachers and 52 parents in 1993 indicated that SBI is partially implemented, with six of nine core components in place. Most teachers believe that the school board and central office support, which are considered as still lacking, will be essential to program success, and that overall not enough support is available. Recommendations are made for completing the implementation of SBI, with emphasis on parent participation, staff development, and the roles of individual campuses. Eleven figures present survey findings. Eight

for volume I and III, see UD 029 611 and UD 029 861.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Compensatory Education; Disadvantaged Youth; Educational Finance; *Educational Improvement; Educational Policy; Educational Research; *Equal Education; *Federal Programs; Government Role; *Low Income Groups; *Policy Formation; Program Evaluation; Public Policy; Urban Youth
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; Hawkins Stafford Act 1988; Policy Analysis

The Rand Institute on Education and Training, in consultation with the Committee on Education and Labor of the House of Representatives, undertook an analysis of federal policy options to improve education in low-income areas. This analysis focuses on Chapter 1 of the Elementary and Secondary Education Act of 1965, the federal program for assisting disadvantaged students. This study draws on a comprehensive review of existing evaluation data, invited commentaries, and a commissioned study of federal options for school finance equalization. Results are reported in three volumes. This volume contains the invited commentaries of 91 policymakers, researchers, and educators describing the strengths and shortcomings of Chapter 1 exactly as submitted to RAND. Appendixes to this volume contain a letter soliciting commentaries and a description of the whole study. (Contains 124 references.) (SLD)

ED 369 845 UD 029 680

Realizing Our Nation's Diversity as an Opportunity. Alternatives to Sorting America's Children. Final Report.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- 93
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Ability Grouping; Academic Ability; Elementary Secondary Education; Ethnicity; *Student Placement; *Track System (Education)

This report contains information shared with participants of the 1992 Common Destiny Conference, which focused on the consequences of academic tracking and other sorting practices that often result in the separation of children by race, class, or ethnicity. The conference also highlighted the latest relevant research on tracking and ability grouping. The report is divided into the following chapters: "Why America Believes in Tracking and How it Determines Students' Opportunities to Learn"; "Ollie Taylor's Story: How Tracking and Ability Grouping Affects Our Children"; "Alternatives to Ability Grouping"; "Effective Detracking: Implementing Alternatives"; "Lessons from Efforts to Detrack Schools"; "What Next? How to Promote Alternatives to Ability Grouping"; and "Why Ability Grouping Must End." Appendices contain lists of the Common Destiny Alliance organizational and research partners and the conference speakers and workshop presenters. (Contains 69 references.) (GLR)

ED 369 846 UD 029 681

Rochin, Refugio I.; Soberanis, Pat
Middle Class Squeeze. The Tomas Rivera Center Policy Brief.
PUB DATE- Dec 92

NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; *Black Culture; Black History; Cultural Awareness; *Cultural Differences; *Curriculum Development; *Equal Education; Financial Support; Grants; Higher Education; Professional Development; Program Evaluation
IDENTIFIERS- African Americans; Clemson University SC; Tri County Technical College SC

In 1991, the South Carolina Commission on Higher Education approved guidelines for a competitive grants program that would encourage public colleges and universities to develop and implement specific strategies for making their curricula more inclusive of African American culture and history. The three grant recipients were Technical College of the Low Country, Tri-County College, and the University of South Carolina-Coastal Carolina. The evaluation here reported considered the relationships among the South Carolina Access and Equity goals, the Curriculum Diversity Competitive Grants goals, and the goals of the funded programs. Substantial evidence is found that the grants program is consistent with South Carolina's Access and Equity goals and that progress was made by the participating schools in meeting the objectives of the grants program in the academic year 1991-92. All three projects were successful to some extent in illustrating effective approaches for achieving curriculum diversity, implementing creative faculty development strategies to promote curriculum diversity, and identifying and developing educational resources to support curriculum diversity. (SLD)

ED 369 866 UD 029 849

Supporting the Total Child. Resource Book. Chapter 1 & 2. Successful Programs 1993-94.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 94
NOTE- 118p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Access to Education; *Children; *Compensatory Education; Disadvantaged Youth; Educational Finance; Educationally Disadvantaged; Elementary Secondary Education; *Equal Education; Guides; Needs; *Program Descriptions; Program Development; *Resource Materials; *School Districts
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; Education Consolidation Improvement Act Chapter 2; Kentucky Education Reform Act 1990; Research Replication

The programs described in this resource guide provide excellent examples of the benefits that can accrue from the use of Federal funds from Chapter 1 and Chapter 2. Districts can share ideas and strategies as they work toward the goals described in this guide, which grew out of the Kentucky Educational Reform Act (KERA). Program descriptions are provided for Chapter 1 initiatives in 6 county districts, 26 schools in 11 counties or independent districts, and 5 schoolwide programs. Thirteen successful Chapter 2 programs are described. Each program description includes: (1) district and contact person, (2) program type, (3) areas addressed, (4) grade levels served, (5) number of students served, and (6) KERA initiatives addressed.

information: TC Accession Number (a six-digit identification number assigned by the Test Collection); the title of the instrument; personal or institutional author; year of publication or copyright; availability source; grade level for which test is suitable; age level for which test is suitable; and abstract. Other information, which is provided when known, includes subtests, number of test items, and time required to complete the test. Information on accessing the Test Collection via Internet concludes the document. (HAC)

ED 369 806 TM 021 233

Item Pools. Annotated Bibliography of Tests.
PUB DATE- Dec 89
NOTE- 54p.; Supersedes February, 1988 Edition.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adaptive Testing; Annotated Bibliographies; *Criterion Referenced Tests; Elementary Secondary Education; *Item Banks; Postsecondary Education; Teacher Made Tests; *Test Construction
IDENTIFIERS- Test Bibliographies; Test Collection (Educational Testing Service)

The 104 instruments in this bibliography contain collections of test items or learning objectives with accompanying sample items for use in the construction of tests. In some cases, actual test construction is performed by the publisher. Subjects covered include: reading, mathematics, sciences, languages, social sciences, and the arts. Some item pools are included that may be used with students in the elementary grades while others are to be used with high school or college students or adult populations. This document is one in a series of topical bibliographies from the Test Collection (TC) at Educational Testing Service (ETS) containing descriptions of more than 18,000 tests and other measurement devices prepared by commercial publishers, teachers, educational institutions, professional associations, departments of education, counselors, etc. Each description contains the following basic information: TC Accession Number (a six-digit identification number assigned by the Test Collection); the title of the instrument; personal or institutional author; year of publication or copyright; availability source; grade level for which test is suitable; age level for which test is suitable; and abstract. Other information, which is provided when known, includes subtests, number of test items, and time required to complete the test. Information on accessing the Test Collection via Internet concludes the document. (HAC)

ED 369 807 TM 021 234

Attitudes Toward Curriculum. Annotated Bibliography of Tests.
PUB DATE- Aug 90
NOTE- 33p.; Supersedes January, 1989 Edition.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adults; Annotated Bibliographies; *Attitude Measures; Curriculum Evaluation; Educational Quality; Elementary Secondary Education; Instructional Improvement; Postsecondary Education; Program Evaluation; *School Attitudes; *Student Attitudes
IDENTIFIERS- Test Bibliographies; Test Collection (Educational Testing Service)

attachments contain supplemental information and SBI models. (Contains 10 references.) (SLD)

ED 369 825 TM 021 661

Classroom Interaction. Annotated Bibliography of Tests.
PUB DATE- Mar 90
NOTE- 42p.; Supersedes June, 1988 Edition. For a related document, see TM 021 662.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Behavior Rating Scales; *Classroom Communication; Classroom Observation Techniques; Elementary Secondary Education; Higher Education; *Interpersonal Competence; Peer Evaluation; Self Evaluation (Groups); *Student Behavior; *Teacher Behavior; *Teacher Student Relationship
IDENTIFIERS- Test Bibliographies; Test Collection (Educational Testing Service)

This list contains 95 instruments designed to record or analyze behaviors of teachers and students as they interact in the classroom, including teacher-student and student-student interactions. Several of the tests measure overall social skills of the individual. Preschool grades through higher education are covered. This document is one in a series of topical bibliographies from the Test Collection (TC) at Educational Testing Service (ETS) containing descriptions of more than 18,000 tests and other measurement devices prepared by commercial publishers, teachers, educational institutions, professional associations, departments of education, counselors, etc. Each description contains the following basic information: TC Accession Number (a six-digit identification number assigned by the Test Collection); the title of the instrument; personal or institutional author; year of publication or copyright; availability source; grade level for which test is suitable; age level for which test is suitable; and abstract. Other information, which is provided when known, includes subtests, number of test items, and time required to complete the test. Information on accessing the Test Collection via Internet concludes the document. (HAC)

ED 369 826 TM 021 662

Systematic Observation Techniques. Annotated Bibliography of Tests.
PUB DATE- Jul 91
NOTE- 44p.; Supersedes May, 1989 Edition. For a related document, see TM 021 661.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adults; Annotated Bibliographies; Behavior Disorders; Behavior Rating Scales; *Classroom Observation Techniques; Early Childhood Education; Elementary Secondary Education; Higher Education; *Interaction; *Observation; Parent Child Relationship
IDENTIFIERS- Test Bibliographies; Test Collection (Educational Testing Service)

This list consists of 89 descriptions of methods for coding or describing activities as an observer. Included are systems for use in measuring general activity in classrooms and others for collecting data on specific events. The bibliography covers infants, grades K-12 and teacher behaviors, marital

NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Economically Disadvantaged; *Economic Factors; Economic Opportunities; Employment Level; Employment Patterns; Employment Statistics; *Equal Opportunities (Jobs); Females; *Hispanic Americans; *Income; Lower Class; Males; *Middle Class; Poverty; Socioeconomic Influences; Trend Analysis
IDENTIFIERS- *Latinos

A recent report from Rand, a think tank in California, titled "The Trend in Inequality among Families, Individuals, and Workers in the United States" by Lynn A. Karoly confirms that the gap between the haves and have-nots is widening and that the middle class in the United States is shrinking. Latinos have been particularly hard hit. There has been a precipitous drop in labor income for men on the low end of the income scale, with an income loss for Latino men as much as 22 percent at the low end. In terms of median income, only Latino men experienced a real decline between 1970 and 1987; White males held their own and African American males showed modest growth. Median family income increased for all groups, but it grew by only 8.6 percent for Latino families, in contrast with a 24.8 percent increase for White families. However, Latino women were the only group of low-income women to show improvement relative to the median in each 5-year period since 1970. The most ominous statistic is the drop in the real median value of business holdings owned by nonWhites and Latinos. Other studies support the contention that the economic pie is divided more unequally than it was in 1980, with the share held by the middle class shrinking. (Contains 6 references.) (SLD)

ED 369 847 UD 029 706

Chapter 1: Creating Opportunities for Success. Strengthening Instruction for At-Risk Students through In-Class Services.
PUB DATE- 94
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Compensatory Education; Cooperative Planning; Disadvantaged Youth; *Educationally Disadvantaged; Elementary Secondary Education; *High Risk Students; Instructional Improvement; Program Development; *Program Implementation; *Student Improvement
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1

Chapter 1 In-Class programs are designed to improve the curriculum and instruction for Chapter 1 students, increase coordination and student time on task, enhance student self-esteem, and increase the student's academic achievement and test scores. This report describes a Chapter 1 In-Class Service model used within the Newark (Ohio) school system; and presents several technical assistance papers and other material designed to assist those interested in beginning a similar program in their own school system. An administrative guide is included to help school administrators facilitate the planning and implementation of the in-class model as well as suggesting benchmarks for ascertaining the program's effectiveness. (GLR)

ED 369 848 UD 029 740

Each description also includes a statement of purpose and a summary narrative of program progress. (SLD)

ED 369 867   UD 029 857

Serving Homeless Children: The Responsibilities of Educators.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Sep 92
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Access to Education; Agency Cooperation; *Children; Cooperation; Coordination; Educationally Disadvantaged; Elementary Secondary Education; Guides; *Homeless People; Low Income Groups; Needs; Poverty; School Personnel; School Responsibility; *Services; *Teacher Responsibility
IDENTIFIERS- *Stewart B McKinney Homeless Assistance Act 1987

This booklet is intended to help educators and school personnel address the serious national problem of homelessness among children. It is very likely that there are homeless children in any given school jurisdiction. Some of the educational needs of these children are outlined, and suggestions are given for actions that people within state or local agencies, schools, and shelters might take to ensure an appropriate education for them. Information was obtained through telephone interviews with homeless project staff, visits to state and local schools and programs, and literature reviews. Specific problems that are addressed are (1) ensuring access to schools, (2) meeting the personal needs of homeless children, (3) providing academic support systems, and (4) collaborating with other agencies to provide services to the homeless population. Descriptions of school district and local school efforts provide examples of ways schools can work toward the requirements of the McKinney Homeless Assistance Act. Additional support services are listed, and some specific suggestions are given for administrators, secretaries, teachers, counselors, other school personnel, shelter providers, and state and local service providers. (Contains 67 references.) (SLD)

ED 369 868   UD 029 861

Barro, Stephen M.
Federal Policy Options for Improving the Education of Low-Income Students. Volume III. Countering Inequity in School Finance.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- 94
NOTE- 58p.; For related documents, see UD 029 505; UD 029 658; UD 029 611; and UD 029 861.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; *Compensatory Education; Educational Change; *Educational Equity (Finance); Educational Improvement; Educationally Disadvantaged; Elementary Secondary Education; *Equal Education; *Federal Government; *Government Role; Low Income Groups; *Policy Formation; State Programs
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; Large Scale Programs

The RAND Institute on Education and Training has undertaken an analysis of Federal policy options to improve education in low-income areas. Volumes I and II, separately published, have assessed the current Chapter I program and presented a strategy

The 73 instruments described in this bibliography cover all age and grade levels. The entries describe attitude measures used to assess subjects' perceptions of curriculum goals, course and curriculum content, and particular subjects. (Separate lists of measures of attitudes toward reading and mathematics are available.) This document is one in a series of topical bibliographies from the Test Collection (TC) at Educational Testing Service (ETS) containing descriptions of more than 18,000 tests and other measurement devices prepared by commercial publishers, teachers, educational institutions, professional associations, departments of education, counselors, etc. Each description contains the following basic information: TC Accession Number (a six-digit identification number assigned by the Test Collection); the title of the instrument; personal or institutional author; year of publication or copyright; availability source; grade level for which test is suitable; age level for which test is suitable; and abstract. Other information, which is provided when known, includes subtests, number of test items, and time required to complete the test. Information on accessing the Test Collection via Internet concludes the document. (HAC)

ED 369 808 TM 021 235

Attitudes Toward Reading. Annotated Bibliography of Tests.
PUB DATE- Jul 90
NOTE- 23p.; Supersedes August, 1988 Edition.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Attitude Measures; Elementary Secondary Education; Postsecondary Education; *Reading Attitudes; Reading Instruction; *Reading Interests; School Attitudes; *Student Attitudes; Teacher Attitudes
IDENTIFIERS- Test Bibliographies; Test Collection (Educational Testing Service)

Most of the 43 instruments described in this bibliography are attitude measures designed to elicit students' opinions toward various aspects of reading. Some of the measures are geared toward teachers and their beliefs about reading instruction. This document is one in a series of topical bibliographies from the Test Collection (TC) at Educational Testing Service (ETS) containing descriptions of more than 18,000 tests and other measurement devices prepared by commercial publishers, teachers, educational institutions, professional associations, departments of education, counselors, etc. Each description contains the following basic information: TC Accession Number (a six-digit identification number assigned by the Test Collection); the title of the instrument; personal or institutional author; year of publication or copyright; availability source; grade level for which test is suitable; age level for which test is suitable; and abstract. Other information, which is provided when known, includes subtests, number of test items, and time required to complete the test. Information on accessing the Test Collection via Internet concludes the document. (HAC)

ED 369 809 TM 021 236

Academic Interest. Annotated Bibliography of Tests.
PUB DATE- Aug 90
NOTE- 38p.; Supersedes October, 1988 Edition.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

interaction, parent and child behavior, and family interaction. This document is one in a series of topical bibliographies from the Test Collection (TC) at Educational Testing Service (ETS) containing descriptions of more than 18,000 tests and other measurement devices prepared by commercial publishers, teachers, educational institutions, professional associations, departments of education, counselors, etc. Each description contains the following basic information: TC Accession Number (a six-digit identification number assigned by the Test Collection); the title of the instrument; personal or institutional author; year of publication or copyright; availability source; grade level for which test is suitable; age level for which test is suitable; and abstract. Other information, which is provided when known, includes subtests, number of test items, and time required to complete the test. Information on accessing the Test Collection via Internet concludes the document. (HAC)

ED 369 827 TM 021 663

Curiosity. Annotated Bibliography of Tests.
PUB DATE- Apr 90
NOTE- 18p.; Supersedes August, 1988 Edition.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adults; Annotated Bibliographies; Creativity Tests; *Curiosity; Educational Attitudes; Elementary Secondary Education; *Exceptional Persons; *Interests; Motivation; *Personality Measures
IDENTIFIERS- Test Bibliographies; Test Collection (Educational Testing Service)

The 23 instruments in the bibliography assess a respondent's disposition to inquire into anything, inquisitive nature, and interest in learning. Some of the tests identify exceptional persons -- especially those who are creatively gifted. Measures are available for children and adults. This document is one in a series of topical bibliographies from the Test Collection (TC) at Educational Testing Service (ETS) containing descriptions of more than 18,000 tests and other measurement devices prepared by commercial publishers, teachers, educational institutions, professional associations, departments of education, counselors, etc. Each description contains the following basic information: TC Accession Number (a six-digit identification number assigned by the Test Collection); the title of the instrument; personal or institutional author; year of publication or copyright; availability source; grade level for which test is suitable; age level for which test is suitable; and abstract. Other information, which is provided when known, includes subtests, number of test items, and time required to complete the test. Information on accessing the Test Collection via Internet concludes the document. (HAC)

ED 369 828 TM 021 664

Environments. Annotated Bibliography of Tests.
PUB DATE- Mar 90
NOTE- 82p.; Supersedes February, 1988 Edition.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adults; Annotated Bibliographies; Classroom Environment; *Educational Environment; Elementary Secondary

Olinger, Betty; Partee, Teresa
Evening the Odds: Taking Action for Kentucky's African American Children and Their Families.
SPONS. AGENCY- Annie E. Casey Foundation, Greenwich, CT.
PUB DATE- 17 Jan 94
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Blacks; Census Figures; Child Health; Community Action; Comparative Analysis; *Disadvantaged Youth; *Economically Disadvantaged; Educational Trends; Elementary Secondary Education; Employment; Family Income; Family Structure; Foster Care; Housing; Infant Mortality; *Minority Group Children; Population Trends; Statistical Data; Tables (Data); Trend Analysis
IDENTIFIERS- *African Americans; *Kentucky

The 1989 census data for the state of Kentucky reveals that African American children are more than twice as likely to be poor as White children, three times more likely to grow up in a single parent family than White children, and twice as likely as White children to live in a home that is rented as opposed to owned. The data also show that the African Americans' per capita income is only 65 percent that of Whites. This report, focusing on Kentucky's African American children and their families, analyzes trend data and presents statistics in five areas of concern: health, out-of-home placements, education, employment, and housing. It suggests actions to improve the status of African American children and families at the family, community, and governmental levels. Data sheets are also provided covering 1990 census data, 1992 vital statistics, and indicator trend data for each county within the state possessing the most African American households as well as in area development districts. (GLR)

ED 369 849 UD 029 826

Donmoyer, Robert, Ed.; Kos, Raylene, Ed.
At-Risk Students: Portraits, Policies, Programs, and Practices.
PUB DATE- 93
NOTE- 440p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adolescents; Case Studies; *Disadvantaged Youth; *Educationally Disadvantaged; *Educational Policy; *Educational Practices; Elementary Secondary Education; *High Risk Students; Reading Difficulties; Student Evaluation; *Teacher Student Relationship; Urban Schools
IDENTIFIERS- *Diversity (Student)

This book presents papers that address research methods, policies, and programs that can accommodate the considerable student diversity commonly found among at-risk students as well as portraits of particular at-risk students. The following papers and their authors are included: "At-Risk Students: Insights from/about Research" (Robert Donmoyer, Raylene Kos); "The Purpose of Portraits: Rethinking the Form and Function of Research on At-Risk Students" (Robert Donmoyer); " Nobody Knows My Life But Me!' The Story of Ben, A Reading Disabled Adolescent" (Raylene Kos); "Ways of Being At Risk: The Case of Billy Charles Barnett" (Thomas Barone); "Ellen, A Deferring Learner" (Karin L. Dahl); "Andy and Libby: At Risk or Undervalued?" (Karen L. Ford); "Karen: An Interaction of Gender for reformulating the program with commentaries by invited contributors. This volume assesses Federal options for providing supplemental funding for the disadvantaged in the face of inequity in school finance. Instead of receiving the compensatory resources that Congress intended, Chapter 1 participants are likely to have less spent on their educations, notwithstanding Federal aid, than is spent in better-funded jurisdictions. The broad strategies that are examined are redistributing and perhaps augmenting Chapter 1 and other funds for the disadvantaged and leveling the state-local expenditure base. New large-scale Federal funding is recommended to reduce, but not to eliminate, interstate and intrastate disparities in per pupil spending. It could become possible to link state allotments of general aid to the equity of the state's school finance system. (Contains 13 references.) (SLD)

ED 369 869   UD 029 873

School Help: 105 Resources for Chicago School Improvement.
PUB DATE- 93
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Community Involvement; Consultation Programs; Educational Change; *Educational Improvement; Elementary Secondary Education; Helping Relationship; Parent Participation; Profiles; Resource Materials; *Resources; *School Restructuring; Technical Assistance; *Urban Schools
IDENTIFIERS- *Chicago Public Schools IL; *Reform Efforts

This resource directory lists assistance groups that can help a school improve to meet the objectives of the Chicago (Illinois) School Improvement initiative. The assistance groups listed differ in several ways. Some specialize in improving reading or mathematics, for example, while others offer a broader range of school restructuring advice. The resource guide begins with five help guides that describe: (1) how the group provides its help, (2) which groups provide assistance to improve teaching and learning, (3) which groups concentrate on school organization and restructuring, (4) which groups focus on parent and community involvement, and (5) which groups focus on a particular area of the city of Chicago. The help guides are followed by profiles for the 105 organizations in alphabetical order. Some other useful resources are listed, including those from national organizations and others from Designs for Change. (SLD)

ED 369 870   UD 029 874

Moore, Donald R.
Chicago School Reform: The Nature and Origin of Basic Assumptions. Research and Policy Analysis Series No. 7.
PUB DATE- Apr 91
NOTE- 73p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Access to Education; *Educational Change; Educationally Disadvantaged; Educational

PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Aspiration; Annotated Bibliographies; Attitude Measures; *Career Guidance; Educational Counseling; *Interest Inventories; *Occupational Aspiration; Secondary Education; Student Attitudes; *Student Educational Objectives; Vocational Education
IDENTIFIERS- Test Bibliographies; Test Collection (Educational Testing Service)

Most of the 68 tests described in this bibliography are used with students in the secondary grade levels and up. There are a variety of instruments to assess school interests, intellectual attitudes and values, and attitudes toward specific subjects. Some are measures of vocational interest to aid students in selecting courses of study or to settle on a major consistent with their career goals. This document is one in a series of topical bibliographies from the Test Collection (TC) at Educational Testing Service (ETS) containing descriptions of more than 18,000 tests and other measurement devices prepared by commercial publishers, teachers, educational institutions, professional associations, departments of education, counselors, etc. Each description contains the following basic information: TC Accession Number (a six-digit identification number assigned by the Test Collection); the title of the instrument; personal or institutional author; year of publication or copyright; availability source; grade level for which test is suitable; age level for which test is suitable; and abstract. Other information, which is provided when known, includes subtests, number of test items, and time required to complete the test. Information on accessing the Test Collection via Internet concludes the document. (HAC)

ED 369 810 TM 021 237

Attitudes Toward School and School Adjustment, Preschool-Grade 3. Annotated Bibliography of Tests.
PUB DATE- Jun 92
NOTE- 34p.; Supersedes March, 1990 Edition.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Attitude Measures; Behavior Problems; Early Childhood Education; Learning Problems; *School Attitudes; *Student Adjustment; *Student Attitudes; *Student School Relationship; *Teacher Student Relationship
IDENTIFIERS- Test Bibliographies; Test Collection (Educational Testing Service)

The 63 instruments in this bibliography describe a variety of attitude measures designed to assess teacher-student relationships and attitudes toward various school subjects, peers, and other school concerns. (Separate bibliographies on attitudes toward reading and mathematics are available.) Although all ages are represented, the tests target preschool through grade 3. This document is one in a series of topical bibliographies from the Test Collection (TC) at Educational Testing Service (ETS) containing descriptions of more than 18,000 tests and other measurement devices prepared by commercial publishers, teachers, educational institutions, professional associations, departments of education, counselors, etc. Each description contains the following basic information: TC Accession Number (a six-digit identification number assigned by the Test Collection); the title of the instrument; personal or institutional author; year of publication or copyright; availability source; grade level for

Education; *Family Environment; Higher Education; *Organizational Climate; Questionnaires; *Rating Scales; Social Environment; *Work Environment
IDENTIFIERS- Test Bibliographies; Test Collection (Educational Testing Service)

The 174 measures in this bibliography are concerned with the description and evaluation of the human environment, including those of the school, workplace, and family. Types of measures include; observations, rating scales, coding systems, questionnaires, and inventories. All ages are represented. This document is one in a series of topical bibliographies from the Test Collection (TC) at Educational Testing Service (ETS) containing descriptions of more than 18,000 tests and other measurement devices prepared by commercial publishers, teachers, educational institutions, professional associations, departments of education, counselors, etc. Each description contains the following basic information: TC Accession Number (a six-digit identification number assigned by the Test Collection); the title of the instrument; personal or institutional author; year of publication or copyright; availability source; grade level for which test is suitable; age level for which test is suitable; and abstract. Other information, which is provided when known, includes subtests, number of test items, and time required to complete the test. Information on accessing the Test Collection via Internet concludes the document. (HAC)

ED 369 829 TM 021 665

Biographical Inventories. Annotated Bibliography of Tests.
PUB DATE- Feb 91
NOTE- 55p.; Supersedes April, 1989 Edition.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adults; Affective Measures; Annotated Bibliographies; Attitude Measures; *Biographical Inventories; Elementary Secondary Education; Higher Education; Interest Inventories; Personality Measures; Profiles; Questionnaires; Surveys
IDENTIFIERS- Test Bibliographies; Test Collection (Educational Testing Service)

The 121 items in this bibliography include measures or questionnaires that require respondents to give information about their background, work history, or educational history. Populations assessed are: students, teachers, alcoholics, patients, and potential employees. Although all ages are represented, the majority of tests target adults. This document is one in a series of topical bibliographies from the Test Collection (TC) at Educational Testing Service (ETS) containing descriptions of more than 18,000 tests and other measurement devices prepared by commercial publishers, teachers, educational institutions, professional associations, departments of education, counselors, etc. Each description contains the following basic information: TC Accession Number (a six-digit identification number assigned by the Test Collection); the title of the instrument; personal or institutional author; year of publication or copyright; availability source; grade level for which test is suitable; age level for which test is suitable; and abstract. Other information, which is provided when known, includes subtests, number of test items, and time required to complete the test. Information on accessing the Test Collection via Internet concludes the document. (HAC)

Role and Reading Disability" (Raylene Kos); "'Something to Keep the Relationship Holding': Victoria, A Pregnant Adolescent" (Kathryn Herr); "Andrew: The Story of a Gifted At-Risk Student" (June Yennie-Donmoyer); "Alston and Everetta: Too Risky for School?" (James T. Sears); "Paul: Differentiating Disorder and Intervention" (John J. Gleason); "Structuring for Idiosyncracy: Rethinking Policies, Programs, and Practices for At-Risk Students" (Robert Donmoyer); "Placing Children At Risk: Schools Respond to Reading Problems" (Richard L. Allington, Anne McGill-Franzen); "Teacher, Why Am I Failing? I Know the Answers': The Effects of Developmentally Inappropriate Assessment" (Pamela D. Fleege, Rosalind Charlesworth); "'A Different Kind of Responsibility': Social and Academic Engagement of General-Track High School Students" (Sandra B. Damico, Jeffrey Roth); "Direction with Discretion: Reading Recovery as an Example of Balancing Top-Down and Bottom-Up Decision Making" (Patricia L. Scharer, Nancy C. Zajano); "In the Shadow of the Excellence Reports: School Restructuring for At-Risk Students" (Andrew Gitlin, et. al.); "Emergent Spanish Literacy in a Whole Language Bilingual Classroom" (Irene Alicia Serna, Sarah Hudelson); "'It's Not a Perfect World': Defining Success and Failure at Central Park East Secondary School" (Mark A. Faust); "Creating a Culture of Writers with At-Risk Students" (June Yennie-Donmoyer, Robert Donmoyer); "A Teacher Reflects on His Urban Classroom" (Art Isennagle); and "A Policy Perspective: Overcoming Gridlock Beyond Schools" (Brad Mitchell). Contains an index and over 400 references. (GLR)

ED 369 850 UD 029 827

Cozic, Charles P., Ed.
Education in America. Opposing Viewpoints.
PUB DATE- 92
NOTE- 288p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Educational Change; *Educational Improvement; Educational Planning; Elementary Secondary Education; Ethnicity; Higher Education; Merit Pay; Minority Groups; Multicultural Education; *Public Schools; Religion; School Choice; Teacher Education; *Teacher Improvement; Tenure
IDENTIFIERS- Diversity (Student)

This book, part of a series about differing viewpoints on education in America, examines how education can be improved for this and future generations of America's youth. The following papers and their authors are included: "Public Education Needs Extensive Reform" (John Taylor Gatto); "Public Education Does Not Need Extensive Reform" (Gerald Bracey); "A Longer School Year Would Improve Public Education (Chester Finn); opposing view--Colman McCarthy; "Eliminating Standardized Tests Would Improve Schools" (D. Monty Neill, Moe J. Medina); opposing view--Gregory J. Cizek, Ramsay Selden; "National Teacher Certification Would Improve Teaching" (National Board for Professional Teaching Standards); opposing view--William Raspberry; "Merit Pay Programs Would Improve Teacher Performance" Lamar Alexander; opposing view--Keith Geiger; "Extended Teacher Education Produces More Effective Teachers" (Robert G. Carroll); opposing view--Willis D. Hawley; "Parental School Choice Programs Would Improve Education" (John E. Chubb, Terry M. Moe); opposing view--Bill Honig; "Government Should Offer School Vouchers" (Sally D. Reed); opposing view--House of Representatives Subcommittee on Elementary, Secondary, and Vocational Education; "Choice Programs Should Include

Policy; Elementary Secondary Education; *Equal Education; *High Risk Students; Models; Parent Participation; *School Restructuring; Standards; *Urban Schools

IDENTIFIERS- *Chicago Public Schools IL; *Reform Efforts

Designs for Change is a multiracial research and advocacy group with a commitment to understanding why large urban school systems fail and what can be done about it. After 5 years of study, Designs for Change reached the conclusion that parent organizing and advocacy would not be sufficient to change the problems of Chicago (Illinois) schools without a total restructuring of the school system. This paper describes why certain key choices were made about features of the Chicago restructuring strategy as Designs for Change envisioned its unfolding over 10 years. Some mechanisms through which Designs for Change believes that major improvements can be made are described. They include: enabling and encouraging school attendance and graduation; creating a decent, humane school environment; facilitating educational excellence; and analyzing policies, resource allocations, and practices that shape the quality of students' educational experiences. A Quality of Experience Model is proposed. It takes the position that students have a right to specific types of day-to-day educational experiences and that these experiences must be equally available to the full range of students, including those at risk who have historically been shortchanged by the educational system. Features of the model and standards for its application are outlined. Ten tables present major points of the discussion. (Contains 73 references.) (SLD)

ED 369 871 UD 029 875

Smith, Michael Peter; Tarallo, Bernadette

California's Changing Faces: New Immigrant Survival Strategies and State Policy. A Policy Research Program Report.

PUB DATE- 93

NOTE- 195p.

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Adjustment (to Environment); Asian Americans; Bilingual Education Programs; Bilingual Teachers; Chinese Americans; *Economic Factors; Ethnic Groups; Ethnography; *Immigrants; Interviews; *Labor Market; Laotians; Life Events; *Low Income Groups; Mexican Americans; *Public Policy; Vietnamese People

IDENTIFIERS- *California; El Salvador; Mien People

The social practices described and analyzed in this report are based on a 2-year ethnographic study conducted in San Francisco and Sacramento (California) in neighborhoods that are home to five new immigrant groups: (1) Mexicans, (2) Chinese, (3) Vietnamese, (4) Mien (Lao), and (5) undocumented refugees from El Salvador. Interviews with more than two dozen state and local officials and 170 ethnographic interviews identified state and local policies and the realities of immigrants' lives. The stories told by the diverse new immigrants reveal subtle differences in each group's adaptation to the new economic realities that make low-paying jobs harder to find and require that increasing numbers of women work. Among the many policy recommendations is a proposal for the reform of bilingual education programs. Universal access to bilingual education and monitoring and evaluation of existing programs are necessary to ensure that both children and adults have opportunities to learn English without wasting public resources. Other recommendations concern health care, workplace which test is suitable; age level for which test is suitable; and abstract. Other information, which is provided when known, includes subtests, number of test items, and time required to complete the test. Information on accessing the Test Collection via Internet concludes the document. (HAC)

ED 369 811 TM 021 238

Attitudes Toward School and School Adjustment, Grades 4-6. Annotated Bibliography of Tests.
PUB DATE- Jun 92
NOTE- 36p.; Supersedes March, 1990 Edition.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Attitude Measures; Behavior Problems; Intermediate Grades; Learning Problems; *School Attitudes; *Student Adjustment; *Student Attitudes; Student Evaluation; *Student School Relationship; Teacher Student Relationship
IDENTIFIERS- Test Bibliographies; Test Collection (Educational Testing Service)

The 69 instruments in this bibliography describe a variety of attitude measures designed to assess teacher-student relationships and attitudes toward various school subjects, peers, and other school concerns. (Separate bibliographies on attitudes toward reading and mathematics are available.) Although all ages are represented, the tests target grades 4 through 6. This document is one in a series of topical bibliographies from the Test Collection (TC) at Educational Testing Service (ETS) containing descriptions of more than 18,000 tests and other measurement devices prepared by commercial publishers, teachers, educational institutions, professional associations, departments of education, counselors, etc. Each description contains the following basic information: TC Accession Number (a six-digit identification number assigned by the Test Collection); the title of the instrument; personal or institutional author; year of publication or copyright; availability source; grade level for which test is suitable; age level for which test is suitable; and abstract. Other information, which is provided when known, includes subtests, number of test items, and time required to complete the test. Information on accessing the Test Collection via Internet concludes the document. (HAC)

ED 369 812 TM 021 239

Attitudes Toward School and School Adjustment, Grades 7 and Above. Annotated Bibliography of Tests.
PUB DATE- Jun 92
NOTE- 70p.; Supersedes March, 1990 Edition.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Achievement; Annotated Bibliographies; *Attitude Measures; Behavior Problems; *Educational Environment; Postsecondary Education; *School Attitudes; Secondary Education; *Student Attitudes; Student Motivation; *Student School Relationship
IDENTIFIERS- Test Bibliographies; Test Collection (Educational Testing Service)

The 146 instruments in this bibliography describe a variety of attitude measures designed to assess teacher-student relationships and attitudes toward various school subjects,

ED 369 830 TM 021 666

Decision-Making Process. Annotated Bibliography of Tests.
PUB DATE- Apr 91
NOTE- 33p.; Supersedes May, 1989 Edition.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adults; Annotated Bibliographies; Communication (Thought Transfer); *Decision Making Skills; Elementary Secondary Education; Higher Education; Individual Development; *Problem Solving; Professional Development; Questionnaires
IDENTIFIERS- Test Bibliographies; Test Collection (Educational Testing Service)

This list contains 58 scales and inventories concerned with decision style, decision-making techniques, the mental processes involved in decision-making and risk-taking. Career education measures which lead one through the decision-making process are also included. Several instruments measure others' perceptions of management decision-making. Although all ages are represented, the majority of tests target adults. This document is one in a series of topical bibliographies from the Test Collection (TC) at Educational Testing Service (ETS) containing descriptions of more than 18,000 tests and other measurement devices prepared by commercial publishers, teachers, educational institutions, professional associations, departments of education, counselors, etc. Each description contains the following basic information: TC Accession Number (a six-digit identification number assigned by the Test Collection); the title of the instrument; personal or institutional author; year of publication or copyright; availability source; grade level for which test is suitable; age level for which test is suitable; and abstract. Other information, which is provided when known, includes subtests, number of test items, and time required to complete the test. Information on accessing the Test Collection via Internet concludes the document. (HAC)

ED 369 831 TM 021 667

Non-Verbal Aptitude. Annotated Bibliography of Tests.
PUB DATE- Jan 90
NOTE- 29p.; Supersedes May, 1988 Edition.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Aptitude Tests; Culture Fair Tests; Elementary Secondary Education; Intelligence Tests; Learning Disabilities; Learning Problems; *Nonverbal Tests; Thinking Skills
IDENTIFIERS- Test Bibliographies; Test Collection (Educational Testing Service)

The 50 nonverbal tests in this bibliography assess aptitude and cognitive skills using various nonverbal means, such as pictures, symbols, or figures. They are useful in testing those who may have reading difficulties or those for whom English is not the primary language. Not included are aptitude measure that have both verbal and nonverbal subtests and that are used primarily with groups that do not have special needs. All ages are represented. This document is one in a series of topical bibliographies from the Test Collection (TC) at Educational Testing Service (ETS) containing descriptions of more than 18,000 tests and other measurement devices prepared by

Religious Schools" (Myron Lieberman); opposing view--Americans for Religious Liberty; "Multiculturalism Benefits All Students" (New York State Social Studies Review and Development Committee); opposing view--Arthur Schlesinger, Jr.; "The Afrocentric Idea in Education" (Molefi Kete Asante); opposing view--Anne Wortham; "Bilingual Education Helps Minority Children" (Rita Esquivel); opposing view--Rosalie Pedalino Porter; "Public Schools Should Teach Religious Studies" (Warren A. Nord); opposing view--R. Joseph Hoffmann; "Public Schools Should Allow Formal Prayer" (William E. Dannemeyer); opposing view--Edd Doerr; "Student Religious Clubs Should Be Allowed in Public Schools" (Robert K. Skolrood); opposing view--Jon G. Murray; "The Tenure System Should Be Preserved" (Henry Rosovsky); opposing view--Page Smith; "Universities Should Strive for a Culturally Diverse Student Body" (Troy Duster); opposing view--Dinesh D'Souza; "Universities Should Teach Multiculturalism" (Beverly Guy-Sheftall); and opposing view--George F. Will. (GLR)

ED 369 851 UD 029 828

Borman, Kathryn M., Ed.; Greenman, Nancy P., Ed.
Changing American Education. Recapturing the Past or Inventing the Future?
PUB DATE- 94
NOTE- 431p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Case Studies; Certification; Community Involvement; Cultural Pluralism; Curriculum Development; *Educational Change; *Educational Improvement; Elementary Secondary Education; Multicultural Education; Parent Participation; Politics of Education; *Public Schools; School Restructuring; Social Change; Teacher Education

This book examines the nature of comprehensive, large scale historical and social changes that contextualize educational reform, and it amplifies the meaning of lessons learned by those who have assisted in change efforts. It also examines how the rhetoric of educational change may fall short of the reality, as translated to processes and practices at different levels of the enterprise. Papers and their authors are as follows: "Not All Caterpillars Become Butterflies: Reform and Restructuring as Educational Change" (Nancy P. Greenman); "Certification to Credentialing: Reconstituting Control Mechanisms in Teacher Education" (Thomas S. Popkewitz); "Is Change Always Good for Teachers? Gender, Class, and Teaching in History" (Michael W. Apple); "Pathways to Institutional Change: From the Deans' Networks to the Holmes Group" (Barbara Schneider, Stafford Hood); "The 1989 Education Summit as a Defining Moment in the Politics of Education" (Susan R. Martin); "It Was More than a Thirty Years' War, but Instruction Won: The Demise of Education in the Industrial Society" (Erwin V. Johanningmeier); "Community Involvement and Staff Development in School Improvement" (William T. Pink, Kathryn M. Borman); "Monitoring the Implementation of Radical Reform: Restructuring the Chicago Public Schools" (G. Alfred Hess, Jr., John Q. Easton); "Educational Reform and the Urban School Superintendent: A Dilemma" (Louis Castenell); "Improving Parent Involvement as School Reform: Rhetoric or Reality?" (Marianne N. Block, B. Robert Tabachnick); "Can Multicultural Education Foster Transcultural Identities?" (Dorothy Angell); "Using the Future to Create Community and Curricular Change" (Julie Binko); "Interdisciplinary Teaming: Can It Increase the Social reforms, and flexible social support programs. (Contains 37 references.) (SLD)

ED 369 872 UD 029 876

Kelly, Elinor; Cohn, Tessa
Racism in Schools--New Research Evidence.
PUB DATE- 88
NOTE- 66p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Environment; Elementary Education; Elementary School Students; Ethnic Groups; Foreign Countries; Public Schools; Racial Bias; *Racial Discrimination; Secondary School Students; *Student Attitudes; Urban Schools; *Violence; White Students
IDENTIFIERS- Asians; *England; Insults; *Names

This pamphlet contains two recent research studies on racism in English schools. "Pupils, Racial Groups and Behaviour in School" by Elinor Kelly was commissioned by the MacDonald Committee of Inquiry as part of a study of the circumstances surrounding the murder of an Asian pupil by a White student in a Manchester (England) school. A survey of 902 pupils in three secondary schools explored students' perceptions of racial violence. Findings suggest that these schools need to be vigilant because of the discontent and disquiet among various ethnic groups that has the potential for racial violence. "Sambo--a Study in Name Calling" by Tessa Cohn studies six schools in the London suburbs. Questionnaires completed by 549 elementary and secondary school students indicate that name calling exists outside the inner city and that such behavior has serious consequences for children. The first study contains seven tables, and the second has four appendixes, which include the questionnaires and some cover letters. (Contains 22 references.) (SLD)

ED 369 873 UD 029 878

Adler, Chaim; Sever, Rita
Beyond the Dead-End Alley of Mass Education.
PUB DATE- 94
NOTE- 109p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; Disadvantaged Youth; Educational Change; *Educationally Disadvantaged; Educational Objectives; Educational Policy; Elementary Secondary Education; *Equal Education; Ethnic Groups; Foreign Countries; High Risk Students; Innovation; *Intervention; Public Schools; Racial Differences; Social Problems; *Teaching Methods
IDENTIFIERS- *Heterogeneous Classrooms; *Israel; Reform Efforts; Target Populations

This book explores the aims and strategies of the Educational Fostering movement (EFO), a collection of educational policies in Israel that are intended to narrow gaps in educational opportunities and achievement between ethnic minorities and the ethnic majority. Educational fostering is aimed at students who are marginalized contextually or personally. The analysis leads to the conclusion that social inequality is reversible and that EFO is one means of contributing to equalization. It is argued that EFO should be targeted to the social margins, rather than peers, and other school concerns. Separate bibliographies on attitudes toward reading and mathematics are available. Although all ages are represented, the tests target high school and college students. This document is one in a series of topical bibliographies from the Test Collection (TC) at Educational Testing Service (ETS) containing descriptions of more than 18,000 tests and other measurement devices prepared by commercial publishers, teachers, educational institutions, professional associations, departments of education, counselors, etc. Each description contains the following basic information: TC Accession Number (a six-digit identification number assigned by the Test Collection); the title of the instrument; personal or institutional author; year of publication or copyright; availability source; grade level for which test is suitable; age level for which test is suitable; and abstract. Other information, which is provided when known, includes subtests, number of test items, and time required to complete the test. Information on accessing the Test Collection via Internet concludes the document. (HAC)

ED 369 813 TM 021 435

Yun, Hyun Sub
Kantian Model of Moral Development.
PUB DATE- Apr 94
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Causal Models; *College Students; Constructivism (Learning); Ethics; Foreign Countries; Higher Education; Interpersonal Relationship; *Moral Development; Moral Values; Parent Influence; Personality Development; *Philosophy; *Prisoners; Reliability; *Self Concept; Social Cognition
IDENTIFIERS- *Kant (Immanuel); Korea; Universality

A Kantian model of moral development already tested on adolescents was further tested on normal and delinquent Korean adults. The model, based on the philosophy of Kant, starts its causality from the self, moves from the self to parental images, advances from parental images to duty and legality, and moves from duty and legality to a moral universality. The self is considered the basis for moral ideas. Parental images can intervene between the self and morality, and the ultimate morality becomes treating human beings as ends. Subjects were 158 (75 male and 83 female) college students and 197 (95 male and 102 female) prisoners. Scales for the constructs of self, parental images, duty, legality, and moral universality were developed, and their reliabilities with these populations were determined. Results supported the Kantian model of morality, although the structure of morality in the criminals seemed to consist of two distinctive poles, that of self-parental image and that of duty-universal morality. The linear relationship of causal processes in the morality of normal subjects was not found for the criminals. Appendixes A through C give diagrams for group variables, appendix D contains path coefficients for delinquents, and appendix E lists statistical differences between the groups. (Contains 16 references.) (SLD)

ED 369 814 TM 021 452

commercial publishers, teachers, educational institutions, professional associations, departments of education, counselors, etc. Each description contains the following basic information: TC Accession Number (a six-digit identification number assigned by the Test Collection); the title of the instrument; personal or institutional author; year of publication or copyright; availability source; grade level for which test is suitable; age level for which test is suitable; and abstract. Other information, which is provided when known, includes subtests, number of test items, and time required to complete the test. Information on accessing the Test Collection via Internet concludes the document. (HAC)

ED 369 832 TM 021 668

Infant Development. Annotated Bibliography of Tests.
PUB DATE- Sep 90
NOTE- 59p.; Supersedes February, 1988 Edition.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Child Development; Cognitive Tests; Developmental Disabilities; *Developmental Tasks; *Infant Behavior; Language Skills; Psychomotor Skills; Questionnaires; Screening Tests
IDENTIFIERS- Test Bibliographies; Test Collection (Educational Testing Service)

This bibliography is made up of 121 questionnaires, checklists, and scales used for determination or evaluation, of the level of development of infants and young children (ages 0-6). Some of the instruments identify individuals who may have developmental problems. This document is one in a series of topical bibliographies from the Test Collection (TC) at Educational Testing Service (ETS) containing descriptions of more than 18,000 tests and other measurement devices prepared by commercial publishers, teachers, educational institutions, professional associations, departments of education, counselors, etc. Each description contains the following basic information: TC Accession Number (a six-digit identification number assigned by the Test Collection); the title of the instrument; personal or institutional author; year of publication or copyright; availability source; grade level for which test is suitable; age level for which test is suitable; and abstract. Other information, which is provided when known, includes subtests, number of test items, and time required to complete the test. Information on accessing the Test Collection via Internet concludes the document. (HAC)

ED 369 833 TM 021 669

Developmental Scales for Preschool Children. Annotated Bibliography of Tests.
PUB DATE- Apr 90
NOTE- 77p.; Supersedes August, 1988 Edition.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Child Development; Cognitive Tests; Developmental Disabilities; *Developmental Tasks; Early Childhood Education; Elementary Education; Language Skills; Psychomotor Skills; Questionnaires; *Screening Tests
IDENTIFIERS- Test Bibliographies; Test Collection (Educational Testing Service)

Bonding of Middle-Level Students?" (Joanne M. Arhar); "Beliefs, Symbols, and Realities: A Case Study of a School in Transition" (W. Wade Burley, Arthur S. Shapiro); and "Interactions Among School and College Teachers: Toward Recognizing and Remaking Old Patterns" (Chester H. Laine, et al.). References follow papers. (Contains an index.) (GLR)

ED 369 852 UD 029 829

Mireles, Christina; Ramirez, Elizabeth Weiser
School-To-Work: Opportunity or Barrier? ASPIRA Issue Brief.
SPONS. AGENCY- Anheuser-Busch Companies, Inc., St. Louis, MO.
PUB DATE- 94
NOTE- 9p.; Print in highlighted boxes may not copy well.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Career Choice; *Compensatory Education; *Disadvantaged Youth; *Educationally Disadvantaged; Educational Needs; Educational Planning; *Education Work Relationship; Ethnic Groups; High Schools; Labor Market; *Minority Groups; Program Development

This report examines the issues associated with school-to-work programs being developed in the U.S. and provides recommendations designed to facilitate the process of developing a national school-to-work initiative. It stresses the nation's increasing need for better-educated workers but notes the low rate (less than 50 percent) of high school graduates who pursue a postsecondary education, and even lower rate (25 percent) of those attaining a 4-year degree, with Latinos experiencing the lowest educational levels in the country. School-to-work initiatives are viewed as a possible answer to the dilemma, but neither educators nor business people have been very effective at developing a model of one. Concerns about the school-to-work model revolve around the following areas: (1) too much emphasis being placed on the vocational aspect of the program; (2) too little flexibility for changes in occupational focus without harming academic progress; (3) the potential for displacement of current workers; (4) problems with access to the program, particularly for Latinos; (5) the existence of discriminatory hiring practices against school-to-work graduates; and (6) a lack of employment opportunities. Descriptions of five promising school-to-work models are provided. (Contains 12 references.) (GLR)

ED 369 853 UD 029 830

Parker, Agnes; Williams, Linda
Compendium of Program Facts and Executive Summaries. 1990-91 Evaluation Reports.
PUB DATE- Feb 92
NOTE- 138p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Compensatory Education; Elementary Secondary Education; Evaluation Methods; Financial Support; Preschool Education; *Program Descriptions; *Program Evaluation; Student Participation; Tutorial Programs
IDENTIFIERS- *Detroit Public Schools MI; Education Consolidation Improvement Act Chapter 1

This compendium provides an overview of evaluation reports on specially funded programs that operated in the Detroit Public Schools during the 1990-91 school year. The programs are those to ethnically or racially defined groups, in order to reduce inequality without stigmatizing ethnic or racial groups. A theoretical typology of intervention is proposed that calls for bypass strategies to equalize the rewards that the target group receives, fill-in strategies that focus on replenishing rewards they lack, and asset strategies that reinforce rewards the population already possesses. The authors reject applying a policy of homogenization to the classroom or school and suggest that differential teaching inputs with uniform achievement goals, can make heterogeneity an asset. Central to the discussion is a view of educational disadvantage as a reversible condition. One table and one figure illustrate the discussion. (Contains 181 references.) (SLD)

ED 369 874   UD 029 879

Baird, Robert M., Ed.; Rosenbaum, Stuart E., Ed.
Bigotry, Prejudice, and Hatred: Definitions, Causes, and Solutions. Contemporary Issues Series.
PUB DATE- 92
NOTE- 243p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Causal Models; Cultural Differences; Definitions; *Educational Discrimination; Elementary Secondary Education; *Equal Education; Etiology; Higher Education; *Homosexuality; *Multicultural Education; *Racial Bias; *Social Discrimination; Social Problems
IDENTIFIERS- Oberlin College OH; Political Correctness; University of California Berkeley

The causes of bigotry, prejudice, and hatred and what can be done about them are discussed by the authors represented in this collection. Most of the book provides general discussions of these issues, but Part 2, "Universities and the 'Politically Correct' Response to Hatred and Prejudice," contains some specific examinations of these issues and their impact on the college campus. Contributions are (1) "Equality" (Abraham Kaplan); (2) "The Nature of Hatred" (Gordon W. Allport); (3) "Portrait of the Anti-Semite" (Jean-Paul Sartre); (4) "Construction, Deconstruction, and Reconstruction of Difference" (Paula Rothenberg); (5) "Oberlin" (Jacob Weisberg); (6) "Berkeley" (Stephen R. Barnett); (7) "The Cult of Multiculturalism" (Fred Siegel); (8) "Free Speech for Campus Bigots: (Jon Wiener); (9) "A Classical Case for Gay Studies" (Martha Nussbaum); (10) "Causes of Prejudice" (Elliot Aronson); (11) "The Biology of Nepotism" (Pierre L. van den Berghe); (12) "Prejudice and Reason" (Brice R. Wachterhauser); (13) "Is Racial Discrimination Arbitrary?" (Peter Singer); (14) "Gay Basics: Some Questions, Facts, and Values" (Richard D. Mohr); (15) "Stateways Can Change Folkways" (Elliot Aronson); (16) "Toward the Elimination of Racism: The Study of Intergroup Behavior" (Samuel L. Gaertner and John F. Dovidio); (17) "The Making of an American Democratic Socialist of African Descent" (Cornel West); and (18) "R.A.V., Petitioner v. City of St. Paul, Minnesota." (Contains 14 references.) (SLD)

ED 369 875   UD 029 880

Ottinger, Cecilia; Root, Mark
Critical Education Trends: A Poll of America's Urban Schools.
PUB DATE- Mar 94
NOTE- 17p.

Koeller, Olaf
Identification of Guessing Behavior on the Basis of the Mixed Rasch Model.
PUB DATE- Apr 94
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Tests; *Cognitive Ability; Difficulty Level; Grade 7; *Guessing (Tests); Item Response Theory; Junior High Schools; *Junior High School Students; *Multiple Choice Tests; Problem Solving; Simulation; Test Items; Test Validity; True Scores
IDENTIFIERS- Empirical Research; Latent Class Analysis; *Rasch Model

Scholastic achievement tests and mental ability tests normally consist of a set of multiple choice items, all of which are assumed to measure school-relevant cognitive abilities. The presumption, in a given test situation, is that the answers/solutions to the given tasks represent cognitive capabilities on the part of the examinees. The purpose of this paper is to show that this assumption does not always hold. Analyzing simulated and empirical data it is proved that, based on the mixed Rasch model (Rost, 1990), it is possible to identify those examinees who have applied a guessing strategy to solve multiple choice items. As an empirical example the results in a biology test consisting of 23 items, each having 5 choices were analyzed. On the basis of the responses from 5,641 7th grade students a guessing class was identified. Further analyses provided information indicating that guessing behavior is shown by students with lower-level cognitive abilities, who might have used the "random strategy" to cope with the items that were too difficult. Five tables and four figures provide study data. (Contains 21 references.) (Author/AA)

ED 369 815 TM 021 454

Halperin, Si; Jorgensen, Randall
The Use of Control in Non-Randomized Designs.
PUB DATE- Apr 94
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Analysis; *Control Groups; *Psychological Studies; Research Design; *Research Methodology; Scores; Statistical Analysis; Statistical Bias; Statistical Studies
IDENTIFIERS- Biostatistics; *Nonrandomized Design; Residuals (Statistics); Simulated Data Sets; *Subclassification on Propensity Score

The concept of control is fundamental to comparative research. In research designs where randomization of observational units is not possible, control has been exercised statistically from a single covariate by a process of residualization. The alternative, known as subclassification on the propensity score, was developed primarily for biostatistical applications. The illustration included (comparing the physiological

Most of the 161 rating scales, observation instruments, and questionnaires in this bibliography are geared to assessing the developmental levels of preschoolers and children. There are, however, some scales to assess adults' and adolescents' development. Both non-handicapped and handicapped populations are represented. Developmental areas assessed include the following: sensory, motor, language, cognitive processes, intellectual, social, emotional, neurological, daily living skills, and Piagetian tasks. The instruments are used as screening tools to assess developmental delay or growth, as aids in planning educational and developmental experiences, as a means of determining current levels of development, and for identification of children with developmental lags. This document is one in a series of topical bibliographies from the Test Collection (TC) at Educational Testing Service (ETS) containing descriptions of more than 18,000 tests and other measurement devices prepared by commercial publishers, teachers, educational institutions, professional associations, departments of education, counselors, etc. Each description contains the following basic information: TC Accession Number (a six-digit identification number assigned by the Test Collection); the title of the instrument; personal or institutional author; year of publication or copyright; availability source; grade level for which test is suitable; age level for which test is suitable; and abstract. Other information, which is provided when known, includes subtests, number of test items, and time required to complete the test. Information on accessing the Test Collection via Internet concludes the document. (HAC)

ED 369 834   TM 021 670

Moral Development. Annotated Bibliography of Tests.
PUB DATE- Jun 91
NOTE- 26p.; Supersedes April, 1989 Edition.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adults; Annotated Bibliographies; *Ethics; Higher Education; Individual Development; *Moral Development; Moral Values; Questionnaires; Secondary Education; *Self Evaluation (Individuals); Value Judgment
IDENTIFIERS- Test Bibliographies; Test Collection (Educational Testing Service)

The 45 tests described in this bibliography assess the moral development and values of populations at all age and grade levels (particularly target toward those above grade 7). Some of the instruments consist of questions that pose moral problems and respondents must select a solution. Several of the tests are concerned about professional ethics. This document is one in a series of topical bibliographies from the Test Collection (TC) at Educational Testing Service (ETS) containing descriptions of more than 18,000 tests and other measurement devices prepared by commercial publishers, teachers, educational institutions, professional associations, departments of education, counselors, etc. Each description contains the following basic information: TC Accession Number (a six-digit identification number assigned by the Test Collection); the title of the instrument; personal or institutional author; year of publication or copyright; availability source; grade level for which test is suitable; age level for which test is suitable; and abstract. Other information, which is provided when known, includes subtests, number of test items, and time required to complete the test.

funded by either the Detroit Board of Education, Chapter 1 of the Elementary and Secondary Improvement Amendments, Article 3 of the State Aid Act, Gifted and Talented Program of the State Aid Act, Bilingual Education Acts, or grant monies from foundations. For each program evaluated, the compendium includes a Program Facts page which provides funding, staffing, and student participation information. An Executive Summary that describes the purpose of the program, salient features, evaluation methodology, and significant findings and recommendations, is included for each program. (GLR)

ED 369 854 UD 029 831

Stringfield, Sam; And Others
Special Strategies for Educating Disadvantaged Children. Urban and Suburban/Rural. First Year Report.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.
PUB DATE- 94
NOTE- 343p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classroom Observation Techniques; *Compensatory Education; Data Collection; *Disadvantaged Youth; *Educationally Disadvantaged; Educational Objectives; Educational Planning; Elementary Secondary Education; Interviews; Parent Participation; *Program Content; *Program Implementation; Rural Schools; Staff Development; Suburban Schools; Teacher Student Relationship; Urban Schools
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1

This volume presents methods and first-year findings from the urban and suburban/rural studies of Special Strategies for Educating Disadvantaged Children, a 3-year project that is collecting case study data on 10 different strategies identified as holding promise for educating this group of children. Data collected by Special Strategies involve only those schools that had Chapter 1 programs or were eligible to participate in Chapter 1 and includes observations of classroom instruction and student/teacher and student/student interactions; interviews with school-related staff appropriate to each of the program types; and surveys of parents, teachers, principals, district coordinators, and children in the third grade and above using instruments developed for the study. Selected first year observations show that: (1) little consideration is given to alterative educational options when administrators and/or teaching staff choose a student improvement curricular program, (2) the extent to which a strategy is easily and effectively implemented varies according to how extensive a change is required of teachers and administrators and the level of expertise of the teacher in both content matter and instructional delivery, and (3) successful program implementation requires additional funding and high levels of initial technical assistance and staff development. Appendices contain interview guides and research materials. (Contains over 100 references.) (GLR)

ED 369 855 UD 029 832

Sallade, Ronald
New Horizons Program Planning/Evaluation Report for 1992-93. Focus on Program Evaluation.
PUB DATE- Dec 93
NOTE- 53p.; For the 1990-91 report, see ED 340 803.

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Administrators; Educational Assessment; Educational Change; Educational Finance; *Educational Trends; Elementary Secondary Education; *Enrollment; Immigrants; Parent Participation; School Restructuring; Surveys; *Teacher Supply and Demand; Trend Analysis; *Urban Schools; Violence
IDENTIFIERS- *Reform Efforts

The main problems facing city school districts as recognized by urban school leaders, school boards, superintendents, and school administrators are described and forecast. Results are based on an August 1992 survey of the leadership of the Council of the Great City Schools (GCS) about enrollment trends, supply and demand of teachers, financial conditions, and school reform. In addition, leaders were asked to identify the most pressing current problems and the most likely future ones facing urban education. In the next five years, GCS schools expect an increase in enrollment at all grade levels. Most have recently experienced a net gain in numbers of teachers, and most expect an increase in the hiring of full-time teachers. District-wide reform is being implemented almost universally in urban school districts in one form or another. These reforms are accompanied by a general decline in local revenues. Leaders have voiced strong concerns about: (1) the health of urban schools and the surrounding communities, (2) parent involvement, (3) acquired immune deficiency syndrome, (4) violence, (5) the influx of immigrants, (6) school reform and educational assessment, and (7) how the public views urban education. Four figures and two tables illustrate the discussion. (Contains 5 references.) (SLD)

ED 369 876 UD 029 881

Kober, Nancy
Caring Schools, Caring Communities: An Urban Blueprint for Comprehensive School Health and Safety.
SPONS. AGENCY- Centers for Disease Control (DHHS/PHS), Atlanta, GA.; National Association of State Boards of Education, Washington, D.C.
PUB DATE- 94
NOTE- 35p.; Report on a National Invitational Symposium on Urban School Reform, Health, and Safety convened in cooperation with the National Coalition to Stop Gun Violence (Washington, DC, December 12-13, 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Community Involvement; *Comprehensive Programs; Educational Finance; Elementary Secondary Education; Federal Legislation; *Health Needs; High Risk Students; Integrated Activities; *Planning; Prevention; Public Health; Public Schools; School Health Services; *School Safety; Social Problems; *Urban Problems; Urban Schools; Violence
IDENTIFIERS- *Caring; Gun Control

This report synthesizes the presentations and discussions from a 1993 symposium on comprehensive school health and safety into a blueprint for urban action. The first part of the report summarizes the nature of health and safety problems in urban schools and discusses some of the barriers that hinder integrated solutions. The second part describes some model

variables of 34 subjects from a home with a family history of hypertension with 46 subjects with no history of hypertension) demonstrates applicability to psychological research as well. Subclassification on the propensity score has several advantages over residualizing as a means of control. First, it allows control on many covariates. Second, it allows one to assess how well bias in the covariates has been reduced. Third, interactions with covariates can be followed by simple effects more readily than with residualization. Finally, subclassification on the propensity score requires fewer assumptions than residualization. Four tables. (Contains 19 references.) (Author/SLD)

Information on accessing the Test Collection via Internet concludes the document. (HAC)

ED 369 835 TM 021 671

Social Skills, Birth - Age 9. Annotated Bibliography of Tests.
PUB DATE- Aug 90
NOTE- 70p.; Supersedes March, 1988 Edition.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adaptive Behavior (of Disabled); Annotated Bibliographies; Behavior Disorders; Behavior Problems; *Behavior Rating Scales; Child Behavior; Early Childhood Education; Elementary Secondary Education; *Interpersonal Competence; Personality Measures; *Screening Tests; *Social Adjustment
IDENTIFIERS- Test Bibliographies; Test Collection (Educational Testing Service)

The 150 tests in this bibliography include measures of the ability to maintain a satisfactory relationship with others or to acquire fundamental social skills. Tests for a variety of populations are represented including those for infants, mentally retarded children and other children in classroom situations. This document is one in a series of topical bibliographies from the Test Collection (TC) at Educational Testing Service (ETS) containing descriptions of more than 18,000 tests and other measurement devices prepared by commercial publishers, teachers, educational institutions, professional associations, departments of education, counselors, etc. Each description contains the following basic information: TC Accession Number (a six-digit identification number assigned by the Test Collection); the title of the instrument; personal or institutional author; year of publication or copyright; availability source; grade level for which test is suitable; age level for which test is suitable; and abstract. Other information, which is provided when known, includes subtests, number of test items, and time required to complete the test. Information on accessing the Test Collection via Internet concludes the document. (HAC)

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Career Education; Computer Uses in Education; Counseling; Dropout Programs; *Dropouts; Educational Finance; Educational Planning; Elementary Secondary Education; Financial Support; *High Risk Students; Outcomes of Education; *Program Evaluation; School Support; Staff Development; *Work Experience Programs
IDENTIFIERS- *Des Moines Public Schools IA; *New Horizons Program IA

The New Horizons Program of the Des Moines (Iowa) public schools provides supportive services such as counseling, attendance monitoring, career-related instruction, work experience, and coordination with community agencies to dropout-prone students and their families to improve academic achievement and increase graduation rates. Work experience is a major program component. Funding is from a variety of sources, with nearly 40 percent of funds derived from outside the school district. An evaluation of the program conducted in 1992-93 confirmed the staff-development initiatives of the project and its use of advanced technology through computer classes and computerized records. Evaluation of project outcomes suggests that the program provides a variety of experiences for the approximately 1,400 at-risk students it serves. The program has been effective for 25 years, as is demonstrated by the numbers of youth who attend school more consistently and graduate. Over the past 5 years, New Horizons has consistently met the majority of its objectives, and it is projected to continue to serve at-risk students in Des Moines. One appendix summarizes the program's flood-relief project. (SLD)

ED 369 856 UD 029 833

Guyton, Edith
First Year Teaching Experiences of Early Childhood Urban Teachers.
PUB DATE- Apr 94
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; Comparative Analysis; Context Effect; Early Childhood Education; Educational Environment; *Elementary School Teachers; *Experience; Grade 3; High Risk Students; Interpersonal Relationship; Kindergarten; Primary Education; Suburban Schools; Teacher Attitudes; Teacher Characteristics; *Teacher Education; Teaching Methods; *Urban Schools

The first-year teaching experiences of urban teachers were studied to conceptualize the reality faced by urban teachers and to determine the implications of the urban environment for teacher education. Subjects were four graduates of a teacher education program that gave no particular attention to the urban context beyond placement for student teaching in an urban school. Two teachers taught in urban schools (kindergarten and grade 3), and two taught in suburban schools (kindergarten and grade 3). They were observed in their classrooms throughout the school year, and semistructured interviews identified their attitudes. The basic conclusion is that teaching in an urban setting is different and that teachers have to be different to succeed in schools with high numbers of at-risk students. Urban programs highlighted during the symposium because of the comprehensive strategies they employ to address poor health, youth violence, or both. The third part lays out a working definition of a comprehensive school health and safety effort and its components. Essential elements of the blueprint include: (1) locally developed solutions, (2) community involvement and support, (3) interagency collaboration, (4) public education and awareness, (5) effective administrative structures, (6) true integration of activities, (7) a supportive school environment, (8) school-based services, (9) funding and resources, and (10) Federal support. (SLD)

ED 369 877   UD 029 882

Newkumet, Mary Beth; Casserly, Michael
Urban School Safety: Strategies of the Great City Schools.
PUB DATE- Mar 94
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; *Community Involvement; Educational Objectives; *Educational Strategies; Elementary Secondary Education; *Prevention; *Program Descriptions; Program Development; Resource Materials; School Districts; *School Safety; Strategic Planning; *Urban Schools

This booklet contains descriptions of what America's schools are doing on their own and in collaboration with their communities to make things better and safer for urban communities. It does not contain statistics on the extent of urban problems; it simply focuses on what urban adults are trying to do for urban children. Program descriptions are given for 36 urban school districts. Each description includes: (1) background and description of the school district, (2) descriptions of preventive programs, and (3) descriptions of intervention programs. A contact number for more information is given for each district. (SLD)

Abraham, Marie R.

Inclusive Early Childhood Education: A Model Classroom.
189p. 0mf. L3 ED 369 214

Adams, Judith

Employer Follow-Up Survey, February-March 1994.
16p. 1mf. L1 ED 369 472

Five Years after Graduation: A Follow-Up Study of 1988-89 Graduates/Certificate Holders.
22p. 1mf. L1 ED 369 467

Follow-Up Survey, Graduates of 1992-93.
39p. 1mf. L1 ED 369 471

Grad 1, 3, and 5: A Longitudinal Comparison of Graduate Follow-Up Studies.
46p. 1mf. L1 ED 369 470

Return Address Study Report.
11p. 1mf. L1 ED 369 468

Survey Report, 1992-93 Non-Returning Students.
11p. 1mf. L1 ED 369 473

Three Years after Graduation: Survey of 1990-91 Graduates and Certificate Holders.
20p. 1mf. L1 ED 369 469

Adler, Chaim

Beyond the Dead-End Alley of Mass Education.
109p. 0mf. L3 ED 369 873

Adler, Scott A.

Infant Memory for Primitive Perceptual Features.
12p. 1mf. L1 ED 369 483

Agbayani, Amefil

Asian and Pacific Americans in Higher Education.
20p. 1mf. L1 ED 369 011

Ahmed, H.

The Contribution of Education to Culture Development in Asia and the Pacific.
9p. 1mf. L1 ED 369 705

Aitken, H. Peter

Access and Affordability: Strategic Financial Perspectives for Independent Schools.
159p. 2mf. L2 ED 369 145

Akers, Adrienne L.

Multi-Agency Project for Preschoolers (MAPPS) Outreach. Final Report.
51p. 1mf. L1 ED 369 218

Caruthers, J. Kent

Funding Methods for Public Higher Education in the SREB States.
109p. 2mf. L1 ED 369 367

Cason, Harry

Chapter 1 Developer/Demonstration Program Learning To Read through the Arts 1992-93. OREA Report.
66p. 1mf. L1 ED 369 058

Casserly, Michael

Urban School Safety: Strategies of the Great City Schools.
52p. 1mf. L2 ED 369 877

Cates, Dennis L.

Service Delivery Models and Students with Emotional Disabilities and Behavior Disorders: A Rural Perspective.
14p. 1mf. L1 ED 369 608

Cathey, Susan Aldridge

Garland County Community College Non-Returning Student Survey.
132p. 2mf. L1 ED 369 462

Catlett, Susan M.

What Is Inclusion, Anyway? An Analysis of Organizational Position Statements.
22p. 1mf. L1 ED 369 234

Caudell, Lee Sherman, Ed.

The Global Classroom. Special Report: Online for Learning.
14p. 1mf. L1 ED 369 385

Cervero, Ronald M.

Planning Responsibly for Adult Education. A Guide to Negotiating Power and Interests. Jossey-Bass Higher and Adult Education Series.
208p. 0mf. L3 ED 368 927

Chairez, Maria

The Mobility Strategies of Successful Hispanic High School Students.
14p. 1mf. L1 ED 369 862

Challis, Stephen

Methods To Increase the Number of Successful Transfers between Programs by Students in Adult Literacy Programming. A Research Report.
110p. 2mf. L1 ED 368 853

Chambers, Aidan

Tell Me: Children, Reading & Talk.
130p. 2mf. L1 ED 369 064

Chan, Ha Yin

Gerber, Jurg

Prison Education and Offender Behavior: A Review of the Scientific Literature. Prision Education Research Project: Report 1.
25p. 1mf. L1 ED 369 677

Gerke, Robert E.

The Dream Team! A Multi-Level Curriculum for Developing a Rural Transdisciplinary Team Training Model.
12p. 1mf. L1 ED 369 592

Gerry, Martin H.

A Joint Enterprise with America's Families To Ensure Student Success.
25p. 1mf. L2 ED 369 568

Gettys, Cynthia M.

Survey Assessment of Paideia Teachers Perceptions Concerning Professional Staff Development.
19p. 1mf. L1 ED 369 742

Gibson, Stephanie B.

The Pedagogy of Hypertext.
14p. 1mf. L1 ED 369 126

Textbooks as Canon: The Relationship between Introductory Textbooks and Scholarly Discourse.
11p. 1mf. L1 ED 369 124

Gieniec, Colleen

A New Look: Basals of the Nineties.
67p. 1mf. L1 ED 369 045

Girones, Salvador Gil, Ed.

European Seminar: "New Training Models and Strategies for SMEs in Europe" (Valencia, Spain, October 4-5, 1993).
17p. 1mf. L1 ED 368 912

Glanz, Jeffrey

History of Educational Supervision: Proposals and Prospects.
39p. 1mf. L1 ED 369 178

Glenn, Cheeri

Collaborative Consultation in a Rural School.
11p. 1mf. L1 ED 369 635

Glewwe, Paul

Delayed Primary School Enrollment and Childhood Malnutrition in Ghana. An Economic Analysis.
46p. 1mf. L2 ED 369 571

Glines, Don

YRE Basics: History, Methods, Concerns, Future.

Kimball, Sarah L.

The Influence of Lead Exposure and Toxicity to Children's Neurological Development and School Performance.
10p. 1mf. L1 ED 369 630

King, Patricia M.

Developing Reflective Judgment: Understanding and Promoting Intellectual Growth and Critical Thinking in Adolescents and Adults. Jossey-Bass Higher and Adult Education Series and Jossey-Bass Social and Behavioral Science Series.
323p. 0mf. L3 ED 368 925

King, S. Carl, Ed.

Proceedings of the Clemson Conference on Language and International Trade (Clemson, South Carolina, March 9-11, 1989).
128p. 2mf. L1 ED 369 256

King, Susan E.

African-American Women and Doctoral Study: Three Case Studies.
14p. 1mf. L1 ED 369 737

Kitao, S. Kathleen

Process and Social Aspects of Writing: Theory and Classroom Application.
19p. 1mf. L1 ED 369 288

Kitchener, Karen Strohm

Developing Reflective Judgment: Understanding and Promoting Intellectual Growth and Critical Thinking in Adolescents and Adults. Jossey-Bass Higher and Adult Education Series and Jossey-Bass Social and Behavioral Science Series.
323p. 0mf. L3 ED 368 925

Kivinen, Osmo

Teachers and the Education of the People: Elementary School Teachers and Images of Citizenship in Scandinavia during the 19th and 20th Centuries.
29p. 1mf. L1 ED 369 560

Klatt, Carolyn

Family Literacy. Information Forum Publication #5.
12p. 1mf. L1 ED 369 394

Klein, Charles

The Bachelor's for Tenure: Analysis and Options. Fourth Draft.
26p. 1mf. L1 ED 369 422

Klein, Mary

Whole Language Approach. Study of ABE/ESL Instructor Training Approaches.
104p. 2mf. L1 ED 368 948

Kleinfeld, Judith, Ed.

Milne, Rosemary

Bilingual Preschool Programs: Future Directions.
23p. 1mf. L1 ED 369 500

Milton, Henry

Improving the Critical Thinking Skills of Ninth Grade World History Students by Integrating Critical Thinking Skills and Course Content.
82p. 1mf. L1 ED 369 722

Minicz, Elizabeth

Volunteers and Teachers in the Classroom. Training Packet for a Two-Session Workshop. Study of ABE/ESL Instructor Training Approaches.
75p. 1mf. L1 ED 368 949

Minner, Sam

Preparing Special Educators for Work in Rural Areas: Two Field-Based Programs That Work.
8p. 1mf. L1 ED 369 612

Minot, Walter S.

Composition and Rhetoric: A Natural Alliance.
10p. 1mf. L1 ED 369 080

Minton, Henry L.

Codependency: Innovation or Status Quo?
17p. 1mf. L1 ED 369 021

Mireles, Christina

School-To-Work: Opportunity or Barrier? ASPIRA Issue Brief.
9p. 1mf. L2 ED 369 852

Mogge, Dru, Ed.

Gateways, Gatekeepres, and Roles in the Information Omniverse. Proceedings of the Symposium of the Association of Research Libraries and Association of American University Presses (3rd, Washington, D.C., November 13-15, 1993).
177p. 2mf. L1 ED 369 407

Mohapatra, Manindra K.

Administrators' Attitudes toward Cultural Diversity Management: An Empirical Study;
24p. 1mf. L1 ED 369 350

Orientations of State Administrators toward Cultural Diversity in Public Agencies: An Empirical Study.
31p. 1mf. L1 ED 369 349

Molek, Carol

Student Legal Issues. Final Report.
365p. 4mf. L1 ED 368 885

Montanez, Pablo

Roeske, C. Edward

The Extended Family: An Educational Program for the Seasonal and Migrant Farm Worker.
15p. 1mf. L1 ED 369 625

Rogers, Elisabeth Lodge

Self-Efficacy and Performance Ratings of Preservice Teachers in the Area of Emotional and Behavioral Disorders.
22p. 1mf. L1 ED 369 746

Rogers, Paul

Education for Peace in the Classroom--Curriculum Development Strategies and Materials: A Case Study from Ireland. Peace Education Miniprints No. 24.
10p. 1mf. L1 ED 369 693

Rogers, Theresa

Assessment and Decision Making in Two Schools: The Ohio Site. Technical Report No. 596.
32p. 1mf. L1 ED 369 036

Roodt, J., Comp.

Agriculture, Forestry, Fishing, and Veterinary Science. Financial Assistance for Study after Standard 10.
47p. 1mf. L1 ED 369 336

Any Field of Study. Financial Assistance for Study after Standard 10.
139p. 2mf. L1 ED 369 330

Architecture and Building Sciences. Financial Assistance for Study after Standard 10.
40p. 1mf. L1 ED 369 335

Art, Music, and Design. Financial Assistance for Study after Standard 10.
41p. 1mf. L1 ED 369 333

Commerce and Administration. Financial Assistance for Study after Standard 10.
71p. 1mf. L1 ED 369 332

Engineering. Financial Assistance for Study after Standard 10.
73p. 1mf. L1 ED 369 331

Financial Assistance for Study after Standard 10: First Diplomas and Bachelor's Degrees. 1993/1994. Research Finding MN-141.
240p. 3mf. L1 ED 369 329

Human Sciences, Languages, and Education. Financial Assistance for Study after Standard 10.
92p. 1mf. L1 ED 369 334

Medical and Related Fields. Financial Assistance for Study after Standard 10.
61p. 1mf. L1 ED 369 338

Natural, Mathematical, and Computer Sciences. Financial Assistance for Study after Standard 10.

Urahn, Susan

The Postsecondary Enrollment Options Program: A Research Report.
84p. 1mf. L1 ED 369 312

Van Galen, Jane, Ed.

Sociopolitical Analyses.
108p. 2mf. L1 ED 369 665

Studies in Empowerment.
112p. 2mf. L1 ED 369 664

Van Nelson, C.

A Study To Explore the Inter-Relationships among Factors Affecting Substance Abuse of Secondary School Students.
29p. 1mf. L1 ED 369 010

van Vught, Frans

Questions of Quality: in Europe and Beyond. Higher Education Report No. 1.
62p. 1mf. L2 ED 369 343

Vandergrift, Kay E.

Power Teaching; A Primary Role of the School Library Media Specialist. School Library Media Programs: Focus on Trends and Issues No. 14.
171p. 0mf. L3 ED 369 419

Vassiliou, Demetrios

Career Ladder Approach to Training for Community Facilities Personnel and Paraeducators in the State of North Dakota.
11p. 1mf. L1 ED 369 591

Vella, Jane

Learning To Listen, Learning To Teach. The Power of Dialogue in Educating Adults. Jossey-Bass Higher Adult Education Series.
202p. 0mf. L3 ED 368 926

Villarreal, Abelardo

The Challenge for Site-Based Decision Making Councils: Making Quality Preschool Education Accessible to Language Minority Students.
8p. 1mf. L1 ED 369 545

Vinson, Beth McCulloch

Linking Culture and Environment: What Can the Anasazi Tell Us?
27p. 1mf. L1 ED 369 679

Visalberghi, A.

New Cultural Dimensions and New Educational Approaches: Problems and Perspectives.
11p. 1mf. L1 ED 369 698

Vitello, Elaine M.

Alamprese, Judith A.

Literacy on the Cafeteria Line: Evaluation of the Skills Enhancement Training Program.
83p. 1mf. L1 ED 368 933

Albertson-Zenor, Patricia

Strategic Planning for Community Viability: A Process, Not a Destination. Circular CRD-60.
7p. 1mf. L1 ED 368 930

Aldridge, Jerry

Hyperactive or Activity Hyper: Intervention for the Child with Attention Problems.
7p. 1mf. L1 ED 369 196

Alexander, Gwendolyn Bellamy

The Development and Implementation of a Training Module To Increase the Awareness of Assistive Technology.
79p. 1mf. L1 ED 369 770

Allen, Michael G.

Exploratory Programing in Georgia's Middle Schools.
9p. 1mf. L1 ED 369 538

Profile of Georgia Schools in the Middle: A Research Report.
28p. 1mf. L1 ED 369 493

Allen, Robert D.

Teaching Critical Thinking Skills in Biology.
59p. 1mf. L2 ED 369 655

Allenson, Michael

School-Age Child Care: An Action Manual for the 90s and Beyond. Second Edition.
314p. 0mf. L3 ED 369 514

Almasi, Janice F.

Sociocognitive Conflict in Peer-Led and Teacher-Led Discussions of Literature. Reading Research Report No. 12.
50p. 1mf. L1 ED 369 069

Altschuld, James W.

Program Evaluation Models for Science Education: A Synthesis of Literature Sources.
16p. 1mf. L1 ED 369 653

Amundson, Kristen

Keeping Spirits High: Renewing Our Commitment to Education.
35p. 1mf. L1 ED 369 151

Andersen, Linda R.

Improve the Quality of Instruction through Interdisciplinary

National Workplace Literacy Program. Garment-Related Bilingual (English and Chinese) Broadcast Lessons. Book 1 and 2.
110p. 2mf. L1 ED 369 305

Chandler, Paul Michael

Wholistic Assessment of Proficient Second Language Readers.
22p. 1mf. L1 ED 369 033

Chang, Mitchell J.

Reassessing Curriculum and Transfer Rates: A Delicate Balance for the Mission of Community Colleges.
32p. 1mf. L1 ED 369 424

Chang-Wells, Gen Ling

What Have You Learned? Co-Constructing the Meaning of Time.
25p. 1mf. L1 ED 369 484

Chapman, Anne W.

The Origins and Development of the National Training Center, 1976-1984. TRADOC Historical Monograph Series.
193p. 3mf. L1 ED 369 659

Charney, Ruth Sidney

Teaching Children to Care: Management in the Responsive Classroom.
306p. 4mf. L1 ED 369 531

Chen, Michael

Educational Leaders: Professionals or Moral-Social Agents.
14p. 1mf. L1 ED 369 182

Cherry, Donald Esha

Learning with Rods: One Account.
54p. 1mf. L1 ED 369 284

Chestek, Virginia L.

Rhetoric and Composition: A Necessary Tension.
12p. 1mf. L1 ED 369 102

Ching, Doris M.

Asian and Pacific Americans in Higher Education.
20p. 1mf. L1 ED 369 011

Christian, Donna

Two-Way Bilingual Programs in the United States. 1993-1994 Supplement.
96p. 1mf. L1 ED 369 265

Clarke, John A.

Tertiary Students' Perceptions of Important Events That Occur in Their Learning Environments.
35p. 1mf. L1 ED 369 749

10p. 1mf. L1 ED 369 144

Go, Alice S.

Prewriting Activities: Focus on the Process of Writing.
9p. 1mf. L1 ED 369 257

Goertz, Mary Jean

The New Challenge: A Relevant Program for the Disadvantaged Gifted.
6p. 1mf. L1 ED 369 610

Goetz, Stephan J.

The State of Human Capital in the U.S. South: 1980-90.
44p. 1mf. L1 ED 369 642

Goldman, Paul

School Responses to State-Level Restructuring Legislation.
58p. 1mf. L1 ED 369 176

Gomer, Judith R.

Improving the Reading Skills of Ninth Grade Underachievers by Instilling a Desire To Read.
88p. 1mf. L2 ED 369 038

Gonzalez, Gerardo M., Ed.

Research and Intervention. Preventing Substance Abuse in Higher Education.
129p. 2mf. L1 ED 369 345

Gordon, Kimberly A.

Resilient Students' Beliefs about Their Schooling Environment: A Possible Role in Developing Goals and Motivation.
21p. 1mf. L1 ED 369 817

Gormley, Kathleen A., Ed.

The Language and Literacy Spectrum, 1994. A Journal of the New York State Reading Association.
57p. 1mf. L1 ED 369 035

Goulden, Nancy Rost

Curricular Changes, Communication Skills, and Cultural Diversity: The Next Generation.
22p. 1mf. L1 ED 369 125

Graham, Peter S.

Intellectual Preservation: Electronic Preservation of the Third Kind.
10p. 1mf. L2 ED 369 414

Greeley, Sheila

S.T.A.R. Junior First Aid. An Easy-To-Read Manual for Children and Adults. Revised Edition.
44p. 0mf. L3 ED 369 777

Mr. Stinson's Vietnam: Moral Ambiguity in the History Classroom. Teaching Cases in Cross-Cultural Education, No. 11.
30p. 1mf. L1 ED 369 701

Kleinwachter, Wolfgang, Ed.

CSCE and Information: Proceedings of a Seminar of Experts (Tampere, Finland, April 24-27, 1992). Publications Series B 36/1992.
183p. 2mf. L1 ED 369 119

Klubock, Dorothy, Ed.

Taking Part: An Elementary Curriculum in the Participation Series.
52p. 1mf. L2 ED 369 714

Knapczyk, Dennis

A Partnership in Training: A Distance Learning Approach to In-Service Training in Rural Communities.
9p. 1mf. L1 ED 369 590

Knight, Peter

Assessing Learners in Higher Education. Teaching and Learning in Higher Education Series.
165p. 0mf. L3 ED 369 379

Knoeller, Christian

Re-Negotiating Authority in Composition: Student-Led Discussions and the Interpretation of Text.
16p. 1mf. L1 ED 369 093

Koals, Marie B.

Trade Books Used in the Teaching of Reading.
10p. 1mf. L1 ED 369 055

Kober, Nancy

Caring Schools, Caring Communities: An Urban Blueprint for Comprehensive School Health and Safety.
35p. 1mf. L2 ED 369 876

Koehler, Gretchen

Introduction to Modern Women in Sports: Beyond Winning.
10p. 1mf. L1 ED 369 736

Koehler, Sandra

Monitoring Student Progress. Training Packet for a Two-Session Workshop. Study of ABE/ESL Instructor Training Approaches.
96p. 1mf. L1 ED 368 945

Koeller, Olaf

Identification of Guessing Behavior on the Basis of the Mixed Rasch Model.
20p. 1mf. L1 ED 369 814

Kopec, Danny

Helping Kindergarten-Fifth Grade Open Library Programs Develop Strategies for Improving Parent Staffing.
116p. 2mf. L1 ED 369 387

Montgomery, Diane, Ed.

Rural Partnerships: Working Together. Proceedings of the Annual National Conference of the American Council on Rural Special Education (ACRES) (14th, Austin, Texas, March 23-26, 1994).
477p. 5mf. L1 ED 369 587

Montone, Chris

Two-Way Bilingual Programs in the United States. 1993-1994 Supplement.
96p. 1mf. L1 ED 369 265

Moody, Brad

Garland County Community College Non-Returning Student Survey.
132p. 2mf. L1 ED 369 462

Moon, M. Sherril

The Community Leisure Facilitator. Project REC.
36p. 1mf. L1 ED 369 204

Finding or Creating the Fun in Your Community or School: Places and Ways To Integrate Recreation Programs. Project REC.
54p. 1mf. L1 ED 369 203

Having Fun: What's In and What's Not. Project REC.
38p. 1mf. L1 ED 369 202

Integrating Summer Day Camps: A Process for City-Wide Change. Project REC.
23p. 1mf. L1 ED 369 205

Moon, Sherril

Project REC: Integrated Social and Leisure Recreation Services for Students with Severe Disabilities. Final Report.
251p. 3mf. L1 ED 369 201

Moonsammy, Rita Zorn

Passing It On--Folk Artists and Education in Cumberland County, New Jersey.
202p. 3mf. L1 ED 369 671

Moore, Donald R.

Chicago School Reform: The Nature and Origin of Basic Assumptions. Research and Policy Analysis Series No. 7.
73p. 1mf. L1 ED 369 870

Morgan, Robert L.

Child Care for Young Children with Disabilities.
9p. 1mf. L1 ED 369 593

Morrow, Lesley Mandel

78p. 1mf. L1 ED 369 337

Root, Mark

Critical Education Trends: A Poll of America's Urban Schools.
17p. 1mf. L2 ED 369 875

Rosenbaum, Stuart E., Ed.

Bigotry, Prejudice, and Hatred: Definitions, Causes, and Solutions. Contemporary Issues Series.
243p. 0mf. L3 ED 369 874

Rosenkoetter, Sharon

The ACCK Preservice Early Intervention Project. Final Report.
156p. 2mf. L1 ED 369 199

Rosenkoetter, Sharon E.

Bridging Early Services for Children with Special Needs and Their Families: A Practical Guide for Transition Planning.
318p. 0mf. L3 ED 369 239

Ross, Francine C.

Inclusionary Programs for Children with Language and/or Learning Disabilities: Issues in Teacher Readiness.
14p. 1mf. L1 ED 369 251

Rotberg, Iris C.

Federal Policy Options for Improving the Education of Low-Income Students. Volume I, Findings and Recommendations.
86p. 1mf. L1 ED 369 843

Rotberg, Iris C., Ed.

Federal Policy Options for Improving the Education of Low-Income Students. Volume II, Commentaries.
319p. 4mf. L1 ED 369 844

Roueche, John E.

Climbing Out from Between a Rock and a Hard Place: Responding to the Challenges of the At-Risk Student.
4p. 1mf. L1 ED 369 445

Roueche, Suanne D.

Climbing Out from Between a Rock and a Hard Place: Responding to the Challenges of the At-Risk Student.
4p. 1mf. L1 ED 369 445

Rubi, David C.

The Impact of Rising Tuition on the Low Income and Minority Populations of Arizona.
19p. 1mf. L1 ED 369 433

Survey on the Transferability of Associate's Degree to Four-Year Institutions.
11p. 1mf. L1 ED 369 449

Instructional Strategies for Implementing Ethics Instruction in Health Education Courses.
5p. 1mf. L2 ED 369 741

Vogler, Daniel E.

The Virtual Curriculum: Computer-Assisted Curriculum Development.
16p. 1mf. L1 ED 369 451

Von Till, Beth

Determinants of Ethnocentrism: A Study of the Relationship between Students' Exposure to Other Cultures and Their Attitudes toward Cultural Values.
80p. 1mf. L1 ED 369 117

Wadlington, Beth

The Efficacy of Shared Reading with Teens.
12p. 1mf. L1 ED 369 073

Wald, Penelope J.

Coaching for Accomplishment. Project APIP.
21p. 1mf. L1 ED 369 213

The Family Involvement Triangle: A School-Home Collaborative Model. Project APIP.
35p. 1mf. L1 ED 369 212

Waldrip, Bruce G.

Permeability of Students' World Views to Their School Views.
18p. 1mf. L1 ED 369 645

Walker, Amy B.

Making the Most of World Wise Schools: An Activity Guide for Teachers.
87p. 1mf. L2 ED 369 712

Walker, Janet K.

Stress and Western Kansas High School Students.
143p. 2mf. L1 ED 369 004

Walker, Linda

Minority Recruitment in Teacher Education.
44p. 1mf. L1 ED 369 857

Wallach, Lorraine B.

Violence and Young Children's Development. ERIC Digest.
3p. 1mf. L1 ED 369 578

Walling, Donovan R.

Gay Teens at Risk. Fastback 357.
37p. 1mf. L1 ED 368 996

Walmsley, Sean A.

Children Exploring Their World: Theme Teaching in Elementary

Internationally Oriented Faculty Resource Teams.
105p. 2mf. L1 ED 369 309

Anderson, Ron

Preventing Language Disadvantage in the Child during the Process of Language Acquisition.
9p. 1mf. L1 ED 369 260

Andris, Lydia M.

Adolescent Clients of Washington State's Division of Alcohol and Substance Abuse Services: A Descriptive Study.
139p. 2mf. L1 ED 369 025

Aronson, Susan S.

Early Childhood Health Promotion Project (October 1989 - June 1993). Final Report.
235p. 3mf. L1 ED 369 503

Askov, Eunice N.

Visual Literacy: A Neglected Component. Final Report.
52p. 1mf. L1 ED 368 888

Atkins, Debbie

Integrating Technology in the Classroom: Process Evaluation, Strategies and Issues.
22p. 1mf. L1 ED 369 392

Atkins, M. J.

Assessment Issues in Higher Education.
88p. 1mf. L1 ED 369 370

Atmore, Eric

A Community Development Approach to Early Childhood Educare Intervention in Disadvantaged Communities.
15p. 1mf. L1 ED 369 496

Costings of Different Programme Options for Junior Primary Upgrading and Community-Based Educare Provision.
48p. 1mf. L1 ED 369 494

Providing Early Childhood Educare Services for the Black Preschool Child.
29p. 1mf. L1 ED 369 506

Aveno, Arlene

The Systematic Inclusive Preschool Education Model for Children with Severe Disabilities. Final Report.
125p. 2mf. L1 ED 369 221

Azman, Hazita

Adapting the Six Category Intervention Analysis To Promote Facilitative Type Supervisory Feedback in Teaching Practice.
13p. 1mf. L1 ED 369 280

Baggett, David

Clarken, Rodney H.

Education of Teachers in Field Settings: A Case Study.
11p. 1mf. L1 ED 369 753

Claus, Richard N.

Dropout Study 1992-93. An Approved Report of the Department of Evaluation, Testing, and Research.
55p. 1mf. L1 ED 369 023

Clement, Richard

Contact inter-ethnique et communication: processus et consequences (Inter-Ethnic Contact and Communication: Process and Results).
76p. 1mf. L1 ED 369 296

Clement, Vonnie V., Ed.

Research and Intervention. Preventing Substance Abuse in Higher Education.
129p. 2mf. L1 ED 369 345

Clinton, William

Remarks by the President to American Council on Education.
12p. 1mf. L1 ED 369 346

Cohn, Tessa

Racism in Schools--New Research Evidence.
66p. 0mf. L3 ED 369 872

Cole, Jack T.

Don't Kill the Messenger! Conducting Program Evaluation and Facilitating Change through Negotiated Evaluation.
9p. 1mf. L1 ED 369 622

Collins, Ann

CCAC Family Support Watch Audioconference Series: Summary of Proceedings (April-September 1993).
52p. 1mf. L1 ED 369 554

Collins, H. Thomas

Destination: Cameroon. Study Guide.
62p. 1mf. L2 ED 369 711

Colvert, Audra L.

Coaching and Counseling: Where To Draw the Line.
26p. 1mf. L1 ED 369 127

Coaching the "Critters."
18p. 1mf. L1 ED 369 118

Confessore, Gary J.

Abstracts of Literature in Self-Directed Learning 1966-1982.
168p. 0mf. L3 ED 368 920

Green, Herman G.

Curriculum Diversity Competitive Grants Project: An Evaluation.
30p. 1mf. L1 ED 369 865

Green, James E.

Tech Prep: A Strategy for School Reform. Fastback 363.
39p. 1mf. L1 ED 368 896

Greenberg, Mark T.

Promoting Social and Emotional Development in Deaf Children. The PATHS Project.
250p. 0mf. L3 ED 369 237

Greene, Myrna L.

Becoming a Teacher: The Contribution of Teacher Education.
45p. 1mf. L1 ED 369 769

Greenman, Nancy P., Ed.

Changing American Education. Recapturing the Past or Inventing the Future?
431p. 0mf. L3 ED 369 851

Groccia, James E.

An Integrated, Cooperative Learning Oriented Freshman Civil Engineering Course: Computer Analysis in Civil Engineering.
11p. 1mf. L1 ED 369 313

Grymes, Joanna M.

Kindergartners' Self-Concepts and Perceptions of Peer Interactions.
18p. 1mf. L1 ED 369 520

Guice, Sherry

Readers, Texts, and Contexts in a Sixth-Grade Community of Readers.
60p. 1mf. L1 ED 369 071

Guinn, Bobby

Mediating Influences on Serum Lipids among Postmenopausal Women.
19p. 1mf. L1 ED 369 740

Gum, Patricia

Inclusive Education in Billings, Montana: A Prototype for Rural Schools.
6p. 1mf. L1 ED 369 636

Gunter, Dorothy

Introducing Newbery Winners and Honor Books to Hispanic Fourth and Fifth Graders through a Recreational Reading Program.
78p. 1mf. L1 ED 369 042

Guskey, Thomas R.

Introduction to SmartBooks. Report 23-93.
25p. 1mf. L1 ED 369 402

Kos, Raylene, Ed.

At-Risk Students: Portraits, Policies, Programs, and Practices.
440p. 0mf. L3 ED 369 849

Kostelnik, Marjorie J.

Guiding Children's Social Development. Second Edition.
547p. 0mf. L3 ED 369 567

Kowalaski, Jacek

Center for Civic and Economic Education (Warsaw).
10p. 1mf. L1 ED 369 685

Krauss, Robert, Comp.

Missouri Women Today...in Education...in Employment. 1991 Status Report.
55p. 1mf. L1 ED 369 684

Kroeger, Marianne

Funding Crisis Forces Action in Michigan. Policy Seminars.
13p. 1mf. L1 ED 369 136

Kueter, Roger A.

School/University Partnerships and the UNI Teaching Associates Cadre Model: Professional Benefits to PreK-12 Educators.
28p. 1mf. L1 ED 369 728

Kumar, David D.

Program Evaluation Models for Science Education: A Synthesis of Literature Sources.
16p. 1mf. L1 ED 369 653

Kummerow, Jean M., Ed.

New Directions in Career Planning and the Workplace. Practical Strategies for Counselors.
198p. 0mf. L3 ED 368 854

Kunze, Caroline Ryan

Improving the Reading Comprehension Skills of Unmotivated Fifth Grade Students through Literature-Based Instruction.
65p. 1mf. L1 ED 369 074

Kurth, Ruth J.

Using Faculty Peers To Improve Instruction in Diversified College Classrooms.
20p. 1mf. L1 ED 369 733

Kusche, Carol A.

Promoting Social and Emotional Development in Deaf Children. The PATHS Project.

Literacy Development in the Early Years: Helping Children Read and Write. Second Edition.
399p. 0mf. L3 ED 369 048

Mueller, Richard J.

Three Models for Teaching and Learning.
17p. 1mf. L1 ED 369 752

Mulhern, Sean

Preventing Youth Violence and Aggression and Promoting Safety in Schools.
27p. 1mf. L1 ED 368 989

Mullins, Barbara K.

Makin' a Life: Parenting in Families of Color.
12p. 1mf. L1 ED 368 870

Mullis, Ina V. S.

NAEP 1992--Reading Report Card for the Nation and the States: Data from the National and Trial State Assessments.
323p. 4mf. L1 ED 369 067

Muskal, Fred

The Mobility Strategies of Successful Hispanic High School Students.
14p. 1mf. L1 ED 369 862

Myers, Robert G.

Early Childhood Development Programs in Latin America: Toward Definition of an Investment Strategy. A View from LATHR, No. 32.
64p. 1mf. L2 ED 369 501

Nader, Frederick P.

Ten Guidelines for Effective Counseling.
11p. 1mf. L1 ED 369 007

Naish, Jenny

Work Based Learning and Higher Education in the USA.
44p. 1mf. L1 ED 369 316

Napoli, Vince

The Teaching Learning Enterprise: Miami-Dade Community College's Blueprint for Change.
200p. 0mf. L3 ED 369 454

Nardo, Anna K.

Structure and Sequence in Curricula for English Majors.
12p. 1mf. L1 ED 369 106

Nash, Paul

Ten Guidelines for Effective Counseling.
11p. 1mf. L1 ED 369 007

Ruhland, Sheila K.

Planning for International Business Programs: The Resources, Concepts, Strategies, and Practices.
17p. 1mf. L1 ED 368 909

Rumbaut, Marilyn

School Based Improvement: Changes in AISD, 1992-93. Publication Number 93.32.
45p. 1mf. L1 ED 369 824

Rumberger, Russell W.

Keeping High-Risk Chicano Students in School: Lessons from a Los Angeles Middle School Dropout Prevention Program.
56p. 1mf. L1 ED 369 582

Russell, R. Stephen

Creativity Training--A Practical Teaching Strategy.
7p. 1mf. L1 ED 369 621

Russell, Steven C.

Teachers Teaching Teachers: The Art of Working Together and Sharing.
12p. 1mf. L1 ED 369 616

Rutter, Duncan

Catering Education and Training in France. A Comparative Study. Occasional Paper Number 8.
59p. 1mf. L2 ED 368 963

Ryan, Deanna F.

Inclusion: The Key to Success.
8p. 1mf. L1 ED 369 617

Ryan, Joe

Users' Perspectives on U.S. Government Information and Services on the Internet: A Summary from Two Seminars. A Report Prepared for The Information Infrastructure Task Force.
26p. 1mf. L1 ED 369 399

Ryan, Lisa

The Case for National Student Leadership on Community College Issues.
4p. 1mf. L1 ED 369 459

Ryan, Thomas J.

Collaborative Development of a Cohesive, Systematic Writing Evaluation Model for Grades 6-12.
63p. 1mf. L2 ED 369 078

Rytterager, Linda

The Kurdish Child in America: A Handbook for Educators.
37p. 1mf. L2 ED 369 268

School.
295p. 0mf. L3 ED 369 096

Walsh, Julia A.

Moral Development: Making the Connection between Choices, Responsibility and Self-Esteem.
14p. 1mf. L2 ED 369 555

Walsh, S. M.

Making Routine Letters Have Positive Effects.
12p. 1mf. L1 ED 369 081

Walter, Todd J.

Voice Identification: Levels-of-Processing and the Relationship between Prior Description Accuracy and Recognition Accuracy.
51p. 1mf. L1 ED 369 128

Walters, Donald J.

The Digital Preservation Consortium: Mission and Goals.
9p. 1mf. L2 ED 369 413

Ward, Christine

Systems and Procedures of Certification of Qualifications in the United Kingdom. National Report. 3rd Edition. CEDEFOP Panorama.
55p. 1mf. L1 ED 368 869

Warner, Linda Sue

The Legal Framework for Parental Involvement in Indian Education.
12p. 1mf. L2 ED 369 641

Warren, Louis L.

Exploratory Programing in Georgia's Middle Schools.
9p. 1mf. L1 ED 369 538

Wassermann, Selma

Getting Down to Cases. Learning To Teach with Case Studies.
207p. 0mf. L3 ED 369 783

Wax, Ilene

Inclusionary Programs for Children with Language and/or Learning Disabilities: Issues in Teacher Readiness.
14p. 1mf. L1 ED 369 251

Weaver, Roy A.

Tech Prep: A Strategy for School Reform. Fastback 363.
39p. 1mf. L1 ED 368 896

Weissman, Joanna

CCAC Family Support Watch Audioconference Series: Summary of Proceedings (April-September 1993).
52p. 1mf. L1 ED 369 554

Weller, Carolyn R., Ed.

An Individual Career Plan for Students with Disabilities in Higher Education.
18p. 1mf. L1 ED 369 236

A Study of Faculty Awareness of Students with Disabilities.
27p. 1mf. L1 ED 369 208

Using a Project Portfolio: Empowerment Evaluation for Model Demonstration Projects.
14p. 1mf. L1 ED 369 209

Baird, Robert M., Ed.

Bigotry, Prejudice, and Hatred: Definitions, Causes, and Solutions. Contemporary Issues Series.
243p. 0mf. L3 ED 369 874

Baldwin, John

Education and Welfare Reform: The Story of a Second Chance School. Fastback 355.
43p. 1mf. L1 ED 368 895

Balfour, Linda F., Comp.

Statistical Abstract of Higher Education in North Carolina, 1993-94.
279p. 3mf. L1 ED 369 376

Barker, Bruce O.

Technology in Rural Education. Fastback No. 366.
35p. 1mf. L1 ED 369 586

Barnea, N.

In-Service Chemistry Teachers Training: The Impact of Introducing Computer Technology on Teachers' Attitudes.
18p. 1mf. L1 ED 369 646

Barro, Stephen M.

Federal Policy Options for Improving the Education of Low-Income Students. Volume III. Countering Inequity in School Finance.
58p. 1mf. L1 ED 369 868

Barrow, Lloyd H.

Analysis of College Science Education Position Announcements.
9p. 1mf. L1 ED 369 650

Bartlett, Cheryl R.

Developing Medical and Educational Partnerships in School Settings To Meet Health-Related and Educational Needs of Students Who Are Medically Fragile: How Can Rural Schools Catch That Elusive Rainbow?
9p. 1mf. L1 ED 369 613

Bass, Kathleen S.

Sanitation and Safety for School Food Service: Program Development. Bulletin No. 92408.

Abstracts of Literature in Self-Directed Learning 1983-1991.
264p. 0mf. L3 ED 368 921

Conley, David T.

School Responses to State-Level Restructuring Legislation.
58p. 1mf. L1 ED 369 176

Connors, William R.

Linking Foreign Language to Occupational Education in a Rural High School: Foreign Language with Criminal Justice and Travel & Tourism.
8p. 1mf. L1 ED 369 644

Teacher Shortages and Surpluses in New York State: Perceptions of Rural Teaching Candidates and Administrators.
53p. 1mf. L1 ED 369 643

Considine, Ann S.

Working Together: When Death Comes to School.
9p. 1mf. L1 ED 369 634

Coombe, Edmund

Training School and Rehabilitation Counselors To Provide Cooperative Transition Services.
6p. 1mf. L1 ED 369 638

Cooper, Kelt L.

Building Positive Relationships on the Border with Parents of Special Students: Effective Practices for the I.E.P.
6p. 1mf. L1 ED 369 627

Corridon, L. Beverly

Improving Third-Grade Students' Attitudes to Reading through the Use of Recreational Reading Activities.
62p. 1mf. L1 ED 369 043

Cotton, Gail, Ed.

A Plan to Implement a Pre-Military Development Program.
315p. 4mf. L1 ED 368 894

Cox, Gary

The Children's Mental Health Integrated Fund: A Preliminary Report.
158p. 2mf. L1 ED 369 222

Cox, Gary C.

An Integrated Children's Mental Health System: Coordinating the Needs of Children with Multiple Problems: Children's Integrated Fund Task Force Report to the Minnesota Legislature..
122p. 2mf. L1 ED 369 223

Cozic, Charles P., Ed.

Education in America. Opposing Viewpoints.

Professional Development in Education: In Search of the Optimal Mix.
36p. 1mf. L1 ED 369 181

Guttman, Cynthia

All Children Can Learn: Chile's 900 Schools Programme for the Underprivileged. Education for All: Making It Work.
34p. 1mf. L1 ED 369 535

Guyton, Edith

First Year Teaching Experiences of Early Childhood Urban Teachers.
20p. 1mf. L1 ED 369 856

Relationships among Economic Diversity and Context of Student Teaching Placements and Educational Attitudes and Performance of Pre-Service Teachers.
19p. 1mf. L1 ED 369 754

Hall, Kermit L.

The Power of Comparison in Teaching about Constitutionalism, Law, and Democracy.
24p. 1mf. L1 ED 369 727

Hall, Richard E.

Continuous Assessment and Monitoring of Preschool Progress.
34p. 1mf. L1 ED 369 542

Hall, Robert F.

Business-Education Partnerships: Developing a Collaborative Relationship with Business and Community.
31p. 1mf. L1 ED 369 169

Halperin, Si

The Use of Control in Non-Randomized Designs.
10p. 1mf. L1 ED 369 815

Hamid, Bahiyah Abdul

Adapting the Six Category Intervention Analysis To Promote Facilitative Type Supervisory Feedback in Teaching Practice.
13p. 1mf. L1 ED 369 280

Hamilton, Mary, Ed.

Worlds of Literacy. The Language and Education Library 5.
284p. 0mf. L3 ED 369 307

Han, Lei

Gender Differences in Achievement Test Scores.
25p. 1mf. L2 ED 369 816

Hansen, Carl E., Ed.

Private Sector Rehabilitation: Insurance, Trends & Issues for the 21st Century. A Report on the Mary E. Switzer Memorial

250p. 0mf. L3 ED 369 237

Kush, Francis R.

Synopsis of a Descriptive Study of School-Based Adolescent Suicide Prevention/Intervention Programs: Program Components and the Role of the School Counselor.
25p. 1mf. L2 ED 369 017

Kustaa, Friedrich Freddy

Equity Issues in the Multicultural British Education System: Focus on a Group of Working Class Students That Reject the Limited Educational Opportunities in the Education System.
13p. 1mf. L1 ED 369 696

Labbo, Linda

American Families: Not Just Leave It to Beaver.
16p. 1mf. L1 ED 369 103

Lagowski, J. J.

Chemistry Problem-Solving Abilities: Gender, Reasoning Level and Computer-Simulated Experiments.
25p. 1mf. L1 ED 369 656

Lahelma, Elina

Policies of Gender and Equal Opportunities in Curriculum Development: Discussing the Situation in Finland and Britain. Research Bulletin 85.
58p. 1mf. L1 ED 369 133

Lam, Linda

Pre-blueprint Math.
88p. 1mf. L1 ED 368 987

Lambert, Stephen

It's a Hard, Hard, Hard, Hard World!
19p. 1mf. L1 ED 368 997

Lambert, Vicki

Evaluation of Utah Career Ladder Programs.
160p. 2mf. L1 ED 369 761

Langsner, Stephen J.

Deterrents to Participation in Continuing Professional Education and Implications for Future Educational Program Planning.
23p. 1mf. L1 ED 369 738

Lankard, Bettina A.

The Place of the Humanities in Continuing Higher Education. ERIC Digest No. 145.
4p. 1mf. L1 ED 368 890

Recruitment and Retention of Minority Teachers in Vocational Education. ERIC Digest No. 144.
4p. 1mf. L1 ED 368 889

Nelson, Carol

Organizing for Effective Reading Instruction. ERIC Digest.
3p. 1mf. L1 ED 369 034

Neuroth, Joann

Total Quality Management Handbook: Applying the Baldrige Criteria to Schools.
80p. 1mf. L1 ED 369 138

Newkumet, Mary Beth

Urban School Safety: Strategies of the Great City Schools.
52p. 1mf. L2 ED 369 877

Newman, Larry

A Comprehensive Tech Prep Curriculum Model.
34p. 1mf. L2 ED 369 448

Newton, Fred B.

Counseling Service Intakes and Brief Treatment: From Assessment to Outcome.
9p. 1mf. L1 ED 369 009

Nicholson, Michael W.

A Study To Determine the Attitudes of Advisors Regarding the Future Direction of the Michigan Association of FHA/HERO. Final Report.
51p. 1mf. L1 ED 368 939

Nickles, Ann

Core Curriculum. A Workplace Specific Curriculum.
183p. 2mf. L1 ED 368 902

Nicodemus, Karen

Collaborative Learning Strategies for the 90s in the Development of Institutional Effectiveness.
10p. 1mf. L1 ED 369 456

Nielsen, Norman R.

Partnerships: Doors to the Future for Community Colleges.
4p. 1mf. L1 ED 369 447

Noel, Rita Thomas

Assessing the Implementation of a State Wide Competency-Based Student Tracking System in Business Education.
22p. 1mf. L1 ED 369 818

Nordenstreng, Kaarle, Ed.

CSCE and Information: Proceedings of a Seminar of Experts (Tampere, Finland, April 24-27, 1992). Publications Series B 36/1992.
183p. 2mf. L1 ED 369 119

Nuss, Elizabeth M.

Sabatino, Melissa

School Based Improvement: Changes in AISD, 1992-93. Publication Number 93.32.
45p. 1mf. L1 ED 369 824

Sadowski, Arlene F.

A Family Systems Approach to the Problem of Truancy.
16p. 1mf. L1 ED 369 030

Sadtono, Eugenius, Ed.

Language Teacher Education in a Fast-Changing World. Anthology Series 29. Selected Papers from a Seminar on Language Teacher Education in a Fast-Changing World (April 1992).
171p. 2mf. L1 ED 369 274

Saeki, Namie

Process and Social Aspects of Writing: Theory and Classroom Application.
19p. 1mf. L1 ED 369 288

Salach, Simcha

In First Person Plural: Growing Up with a Disadvantaged Community.
116p. 2mf. L1 ED 369 492

Sallade, Ronald

New Horizons Program Planning/Evaluation Report for 1992-93. Focus on Program Evaluation.
53p. 1mf. L1 ED 369 855

SUCCESS Program Planning/Evaluation Report for 1992-93. Focus on Program Evaluation.
64p. 1mf. L1 ED 369 860

Sandler, Bernice Resnick, Ed.

About Women on Campus. Volume 1, Numbers 1-4. Volume 2, Numbers 1-4.
134p. 2mf. L1 ED 369 352

Santos, Mary Jane

An Examination of Standardized Evaluation Forms Used in Public Libraries To Evaluate Professional Librarians.
39p. 1mf. L1 ED 369 417

Sapp, Marty

Cognitive-Behavioral Therapy: Applications for African-American Middle School At-Risk Students.
25p. 1mf. L1 ED 369 859

Saraswathi, V.

Coping with Teacher Resistance: Insights from INSET Programmes.
15p. 1mf. L1 ED 369 279

Savage, Luise

ERIC Clearinghouse Publications, 1993. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses Announced in Resources in Education (RIE) January-December 1993.
111p. 2mf. L1 ED 369 420

Wells, Gordon

What Have You Learned? Co-Constructing the Meaning of Time.
25p. 1mf. L1 ED 369 484

Werner, Judy

Potpourri of Resources To Tap Gifted Education in Rural Areas.
7p. 1mf. L1 ED 369 601

Reaching Out to the World: Training Teachers To Integrate Telecommunications into Special Education Classrooms.
8p. 1mf. L1 ED 369 595

Wesche, M.

Enhancing Vocabulary Acquisition through Reading: A Hierarchy of Text-Related Exercise Types.
24p. 1mf. L1 ED 369 291

Westbrook, Kathleen C.

Embedding Participation in Educational Finance Strategy: New Representations.
12p. 1mf. L1 ED 369 130

Westerholt, Sheri

A New Look: Basals of the Nineties.
67p. 1mf. L1 ED 369 045

Whipple, Bob

From Other to Community: Making the Writing Center an All-University Facility.
16p. 1mf. L1 ED 369 086

Whitaker, Elaine E.

The Multicultural E-Mail of High School-College Collaboration.
6p. 1mf. L1 ED 369 101

White, Edward M.

Teaching and Assessing Writing: Recent Advances in Understanding, Evaluating, and Improving Student Performance. Second Edition, Revised and Expanded.
351p. 0mf. L3 ED 369 090

White, Liane E.

Violence in Schools: An Overview. CRS Report for Congress.
12p. 1mf. L1 ED 369 159

Whitson, Gayle

Using Feedback and Reflection as Tools in Bridging the Theory-

135p. 2mf. L1 ED 369 156

Battle, Jennifer

The Collaborative Nature of Language Learning and Meaning Making in Mexican-American Bilingual Kindergarteners' Storybook Discussions.
32p. 1mf. L2 ED 369 261

Baughn, Juan R.

Multicultural Sensitivity: A Principal's Reference Guide.
59p. 1mf. L1 ED 369 171

Bean, Rita M.

Alternative Assessment Measures in Adult Basic Education Programs (Adult Informal Measures: AIM).
107p. 2mf. L1 ED 368 865

Beatty, David

Effective Partnership between Public Education and Private Industry.
31p. 1mf. L1 ED 369 437

Beaudin, Bart P.

Subject Matter Expert's Training Module Template.
26p. 1mf. L1 ED 368 940

Bechtold, Charles

Part-Time Faculty: Here Today, Not Gone Tomorrow, or Professional Development of Part-Time Faculty and the Changing Role of Division Chairpersons.
10p. 1mf. L1 ED 369 428

Beckner, Weldon

Technology in Rural Education. Fastback No. 366.
35p. 1mf. L1 ED 369 586

Beder, Hal

Adult Literacy: Issues for Policy and Practice.
182p. 0mf. L3 ED 368 855

Bellanca, James, Ed.

The Challenge of Detracking: A Collection.
296p. 4mf. L2 ED 369 573

Bender, Thomas

Intellect and Public Life: Essays on the Social History of Academic Intellectuals in the United States.
179p. 0mf. L3 ED 369 318

Berg, Charyn

Evaluating An Educational Leadership Doctoral Program: Results of a Focus Group Simulation for Educational Leadership Doctoral Students.

288p. 0mf. L3 ED 369 850

Crandall, JoAnn

Creating a Professional Workforce in Adult ESL Literacy. ERIC Digest.
4p. 1mf. L1 ED 369 308

Crawford, C. B.

Strategic Humor in Leadership: Practical Suggestions for Appropriate Use.
34p. 1mf. L1 ED 369 107

Crawley, Frank E.

Differences between Algorithmic and Conceptual Problem Solving by Nonscience Majors in Introductory Chemistry.
31p. 1mf. L1 ED 369 649

Creal, Richard C.

Administrative Compensation Survey. 1993-94.
123p. 0mf. L3 ED 369 311

Crisci, Jorge V.

Order & Diversity in the Living World: Teaching Taxonomy & Systematics in Schools.
92p. 1mf. L2 ED 369 654

Cromwell, Ronald R.

Educators Look to the Poets and Artists: The Importance of Creative Visioning in Education.
15p. 1mf. L1 ED 369 688

Cunningham, Craig A.

Ideal Ends: John Dewey's Later Vision for Education.
32p. 1mf. L1 ED 369 755

D'Amico, Ronald

How Well Are Youth with Disabilities Really Doing? A Comparison of Youth with Disabilities and Youth in General. A Report from the National Longitudinal Transition Study of Special Education Students.
103p. 2mf. L1 ED 369 233

Dahmes, Victoria M.

A Descriptive Study of Multicultural Elementary Student Playground Behaviors and Their Relationship to Gender, Age, Race and Socioeconomic Status.
34p. 1mf. L1 ED 369 521

Dale, Helen

Four-Way Supervision: Weaving the Voices, Unweaving the Strands.
23p. 1mf. L1 ED 369 748

Dana, Nancy Fichtman

Seminar (17th, Washington, D.C., June 2-4, 1993).
82p. 1mf. L1 ED 368 860

Hanson, Linda K.

Directing a Basic Writing Program: Encouraging Diversity among
Students and Instructors.
21p. 1mf. L1 ED 369 085

Hardy, Clydean

Observations of Instructional Time in Kindergarten Classrooms:
Suggestions for Improvement.
13p. 1mf. L1 ED 369 522

Hargreaves, Andy, Ed.

Understanding Teacher Development.
243p. 0mf. L3 ED 369 784

Harriman, Nancy E.

Special Education Administrator Training: Meeting Market Needs
through Collaboration in Northern New England.
7p. 1mf. L1 ED 369 624

Harrison, Ina Sue

Improve the Reading Motivation of Third-Grade Children with
Extra Time, Encouragement and Choice.
63p. 1mf. L1 ED 369 039

Hart, Frederick L.

An Integrated, Cooperative Learning Oriented Freshman Civil
Engineering Course: Computer Analysis in Civil Engineering.
11p. 1mf. L1 ED 369 313

Hartzell, Gary N.

Addressing the Problems of First-Year Assistant Principals.
42p. 1mf. L1 ED 369 179

Harvey, Barbara H.

The Effect of Class Size on Achievement and Retention in the
Primary Grades: Implications for Policy Makers.
37p. 1mf. L1 ED 369 172

To Retain or Not? There Is No Question.
26p. 1mf. L1 ED 369 177

Harvey, James J.

Federal Policy Options for Improving the Education of Low-Income
Students. Volume I, Findings and Recommendations.
86p. 1mf. L1 ED 369 843

Harvey-Beavis, Adrian

Analyzing Teacher Judgments with the Rasch Model: Their
Contribution to the Construction of Continua to Assess Literacy
Developments in the Early Years of School.
21p. 1mf. L1 ED 369 821

Lantz, Chris

Electronic Photography and Its Impact on Instructional Media and Photo Education.
8p. 1mf. L1 ED 369 411

Lara, Julia

State Data Collection and Monitoring Procedures Regarding Overrepresentation of Minority Students in Special Education. Project FORUM.
20p. 1mf. L1 ED 369 247

Larson, Katherine A.

Keeping High-Risk Chicano Students in School: Lessons from a Los Angeles Middle School Dropout Prevention Program.
56p. 1mf. L1 ED 369 582

Laughlin, Mildred Knight

Literature-Based Social Studies: Children's Books & Activities To Enrich the K-5 Curriculum.
149p. 0mf. L3 ED 369 708

Law, Bill

Hiring the Right Next Generation of Faculty.
4p. 1mf. L1 ED 369 444

Lawler-Prince, Dianne

Kindergartners' Self-Concepts and Perceptions of Peer Interactions.
18p. 1mf. L1 ED 369 520

Lawson, Joan Kenny

Instructors as Investors: A Collegial Conspiracy To Improve Classroom Instruction.
9p. 1mf. L1 ED 369 464

Lazar, Meryl K.

Alternative Assessment Measures in Adult Basic Education Programs (Adult Informal Measures: AIM).
107p. 2mf. L1 ED 368 865

LeCroy, Nancy Armes

A Framework for Fundamental Change in the Community College: Creating a Culture of Responsiveness.
34p. 1mf. L1 ED 369 432

Leitzel, Thomas C.

The Virtual Curriculum: Computer-Assisted Curriculum Development.
16p. 1mf. L1 ED 369 451

Lemke, June Canty

Teacher Induction in Rural and Small School Districts.
7p. 1mf. L1 ED 369 589

Contemporary Campus Issues.
10p. 1mf. L1 ED 369 425

O'Banion, Terry

Sustaining Innovation in Teaching and Learning.
4p. 1mf. L1 ED 369 446

O'Brien, Connie Lyle

Assistance with Integrity: The Search for Accountability and the Lives of People with Developmental Disabilities.
54p. 1mf. L1 ED 369 219

O'Brien, John

Assistance with Integrity: The Search for Accountability and the Lives of People with Developmental Disabilities.
54p. 1mf. L1 ED 369 219

O'Neil, Jean

Changing Perspectives: Youth as Resources.
87p. 1mf. L1 ED 369 842

O'Reilly, Patricia, Ed.

Alternative Conceptualizations.
85p. 1mf. L1 ED 369 662

Images of the Foundations.
109p. 2mf. L1 ED 369 661

Politics and the Schools.
117p. 2mf. L1 ED 369 663

Obanya, P. A. J.

Education and Cultural Development: Policies and Practices in the Africa Region.
20p. 1mf. L1 ED 369 704

Okerson, Ann, Ed.

Gateways, Gatekeepres, and Roles in the Information Omniverse. Proceedings of the Symposium of the Association of Research Libraries and Association of American University Presses (3rd, Washington, D.C., November 13-15, 1993).
177p. 2mf. L1 ED 369 407

Olinger, Betty

Evening the Odds: Taking Action for Kentucky's African American Children and Their Families.
77p. 1mf. L1 ED 369 848

Olson, Gary A., Ed.

Philosophy, Rhetoric, Literacy Criticism: (Inter)views.
260p. 0mf. L3 ED 369 089

Orenstein, Rhoda

Potpourri of Resources To Tap Gifted Education in Rural Areas.
7p. 1mf. L1 ED 369 601

Sawkins, Sue

Changing Lives: Report of the Implementation of the Reading Recovery Program on the North Coast, NSW, 1991.
130p. 2mf. L1 ED 369 051

Sbordone, Robert J.

Post Concussive and Post Traumatic Stress Disorders: Two Mutually Exclusive Syndromes.
8p. 1mf. L1 ED 369 015

Scharer, Patricia L.

Assessment and Decision Making in Two Schools: The Ohio Site. Technical Report No. 596.
32p. 1mf. L1 ED 369 036

Schell, John W.

Multivariate and Descriptive Discriminant Analysis of Multidisciplinary Approaches to Integrating Mathematics, Science, and Technology Education in the High School.
22p. 1mf. L1 ED 368 936

Schenck, Rosalie

Fetal Alcohol Syndrome (FAS), Fetal Alcohol Effects (FAE): Implications For Rural Classrooms.
17p. 1mf. L1 ED 369 602

Schneider, Carol

A Teacher's Guide to Choosing a Secondary Foreign Language Textbook.
9p. 1mf. L2 ED 369 269

Schomburg, Roberta

A Developmental Approach to Conflict Resolution.
9p. 1mf. L1 ED 369 541

Schonwetter, Dieter J.

Action Control, Motivation, and Academic Achievement.
17p. 1mf. L1 ED 368 991

Schrag, Judy A.

Organizational, Instructional and Curricular Strategies To Support the Implementation of Unified, Coordinated, and Inclusive Schools.
86p. 1mf. L1 ED 369 252

Scoggins, Joyce

Ma, Pa, School Folks and Kids: Working a Patchwork to a Complete "Heart."
11p. 1mf. L1 ED 369 623

Practice Link in Language Teacher Training at the Primary Level.
17p. 1mf. L1 ED 369 282

Whorton, James E.

A Comparison of Leisure and Recreational Activities for Adults with and without Mental Retardation.
9p. 1mf. L1 ED 369 606

Wicklein, Robert C.

Multivariate and Descriptive Discriminant Analysis of Multidisciplinary Approaches to Integrating Mathematics, Science, and Technology Education in the High School.
22p. 1mf. L1 ED 368 936

Wiehe, James A.

Piecing Together an Integrated Approach to Drug-Free Schools. 1992-93 Final Report.
90p. 1mf. L1 ED 369 183

Wienke, Wilfred D.

Alternative Certification in Special Education: A Qualitative Study of Two Models.
9p. 1mf. L1 ED 369 603

Wiggins, Marvin E.

Hands-On Instruction in an Electronic Classroom. A Final Report to the U.S. Dept. of Education of a Research and Development Grant Awarded To Establish a Fully-Equipped Electronic Training Room and Test the Effectiveness of Hands-On Instruction in Learning the NOTIS OPAC and Silver-Platter ERIC.
109p. 2mf. L1 ED 369 391

Wild, Estelle, Ed.

Programming for Adolescents with Behavioral Disorders, Vol. 5.
183p. 2mf. L2 ED 369 192

Williams, Cynthia

African American Studies Programs.
36p. 1mf. L1 ED 369 864

Williams, Linda

Compendium of Program Facts and Executive Summaries. 1990-91 Evaluation Reports.
138p. 2mf. L1 ED 369 853

Williamson, Patty

Tech Prep Marketing Guide. The Complete Book of Strategies and Practical Experiences.
121p. 2mf. L2 ED 368 965

Willis, Jean H.

The Meridian Partnership: A Model Workplace Literacy Project and Development Unit. Internal Evaluation Report, Final Report.
67p. 1mf. L1 ED 369 429

22p. 1mf. L1 ED 369 363

Berkan, William A.

Child Abuse and Neglect Prevention: A Resource and Planning Guide.
146p. 2mf. L1 ED 368 990

Berkeley, Terry R.

Special Education Administrator Training: Meeting Market Needs through Collaboration in Northern New England.
7p. 1mf. L1 ED 369 624

Berman, Joye

Impact of the Winthrop Writing Institute on Participants' Teaching and Writing 1981 through 1989.
49p. 1mf. L1 ED 369 087

Bertrand, Andre

"Droit d'Auteur," "Copyright" and Neighboring Rights at the Crossroads.
19p. 1mf. L1 ED 369 384

Bettenhausen, Sherrie

The Effect of Self-Recording and Self-Recording Plus Self-Reinforcement on Spelling Achievement.
30p. 1mf. L1 ED 369 190

Self-Efficacy and Performance Ratings of Preservice Teachers in the Area of Emotional and Behavioral Disorders.
22p. 1mf. L1 ED 369 746

Beyer, Kirk D.

Administrative Compensation Survey. 1993-94.
123p. 0mf. L3 ED 369 311

Bhagwanji, Yash

Malaysia's First Day Care Center for Children with Disabilities: Future Needs in Research in Early Intervention.
24p. 1mf. L1 ED 369 189

Bilton, Linda

Planning a TEFL Education Program: Policies, Perspectives and Promise.
27p. 1mf. L1 ED 369 281

Bisagni, Gina M.

The Role of Work Identity in Women's Adjustment to Divorce.
15p. 1mf. L1 ED 369 016

Bishop, Harold L.

Perceptions of First-Year Elementary Principals in Three Southeastern States Regarding Principal Induction Programs.
31p. 1mf. L1 ED 369 187

When Teacher Educators Collaboratively Reflect on Their Practices: A Case Study on Teaching Cases.
25p. 1mf. L1 ED 369 768

Daugherty, Michael K.

Professional Development for Technology Education: Results of a National Study.
40p. 1mf. L1 ED 368 937

de la Garza, Bridget M.

Skills for Drug-Free Living Curriculum Guide. Future Quest.
269p. 3mf. L1 ED 369 250

Dean, Peggy

Monitoring Student Progress. Training Packet for a Two-Session Workshop. Study of ABE/ESL Instructor Training Approaches.
96p. 1mf. L1 ED 368 945

Deason, Maryellene

Improving the Success of Ethnically Diverse Education Majors in Preparation for Transfer and a Career in Teaching.
54p. 1mf. L1 ED 369 457

Debertin, David L.

The State of Human Capital in the U.S. South: 1980-90.
44p. 1mf. L1 ED 369 642

Deieso, Angie

Basic Blueprint Reading.
88p. 1mf. L1 ED 368 984

Deiro, Judith

A Study of Teacher and Student Bonding.
62p. 1mf. L2 ED 369 747

Dentler, Robert A.

An Overview of a Field Study of Urban School Districts in the Far West.
26p. 1mf. L1 ED 369 858

Diamond, Judith

Mathematics: Strategic Problem Solving. Training Packet for a Two-Session Workshop. Study of ABE/ESL Instructor Training Approaches.
86p. 1mf. L1 ED 368 944

Volunteers and Teachers in the Classroom. Training Packet for a Two-Session Workshop. Study of ABE/ESL Instructor Training Approaches.
75p. 1mf. L1 ED 368 949

Diamond, Karen E.

Integrating Children with Disabilities into Preschool. ERIC Digest.

Hawes, Hugh, Ed.

Children for Health.
185p. 2mf. L1 ED 369 510

Hawk, Kim

Anthology of Inmate Art. Special Demonstration Project.
56p. 1mf. L1 ED 368 873

A Cooperative Family Literacy Project. Special Demonstration Project.
15p. 1mf. L1 ED 368 875

Haycock, Kati

Higher Education and the Schools: A Call to Action and Strategy for Change.
12p. 1mf. L1 ED 369 356

Hayes, David

Teachers as Trainers.
28p. 1mf. L1 ED 369 278

Hecimovic, Tony

Teacher Study Groups As a Means of Rural Professional Development.
6p. 1mf. L1 ED 369 600

Hedengren, Elizabeth Finch

Breaking the Blame Cycle: A Small Partnership between Preservice Writing Teachers and Elementary Classrooms.
15p. 1mf. L1 ED 369 098

Helmick, Teresa A.

The "WHOOPS! Quotient" and the Wheel of Right Action: Interactive Methods for Teaching Ethics and Values in the Classroom.
25p. 1mf. L1 ED 369 123

Hemby, Gene

Effective Methods of Recruiting Occupational Students in the North Carolina Community College System.
36p. 1mf. L1 ED 369 460

Hemphill, David

Planning for Instruction. Training Packet for a Two-Session Workshop. Study of ABE/ESL Instructor Training Approaches.
102p. 2mf. L1 ED 368 946

Henderson, Allison

Summary of the Bilingual Education State Educational Agency Program Survey of States' Limited English Proficient Persons and Available Educational Services, 1991-1992.
75p. 1mf. L1 ED 369 292

Lervold, John D.

The Classroom as a Third-Culture: Contemporary Perspectives Regarding Multicultural Communication Education.
20p. 1mf. L1 ED 369 112

Levin, Benjamin

Democracy and Education, Students and Schools.
32p. 1mf. L1 ED 369 173

Improving Education Productivity through a Focus on Learners.
14p. 1mf. L1 ED 369 174

Schools Coping with a Changing World.
22p. 1mf. L1 ED 369 175

Lewallen, Willard Clark

Early Alert: A Report on Two Pilot Projects at Antelope Valley College.
49p. 1mf. L1 ED 369 452

Lewandowski, Carol

Business Writing.
142p. 2mf. L1 ED 368 981

Documentation.
55p. 1mf. L1 ED 368 982

English as a Second Language. Level 1.
156p. 2mf. L1 ED 368 970

English as a Second Language. Level 2.
143p. 2mf. L1 ED 368 971

Reading and Writing Effectively.
164p. 2mf. L1 ED 368 979

Reading and Writing II.
112p. 2mf. L1 ED 368 980

Telecommunications in the Workplace.
31p. 1mf. L1 ED 368 975

Lewis, Laurie

Deaf and Hard of Hearing Students in Postsecondary Education. Statistical Analysis Report.
71p. 1mf. L1 ED 369 216

Lewis, Philip

The Acquisition of Clicks by Non-Mother-Tongue Speakers.
18p. 1mf. L1 ED 369 285

Lewis, Roger

Quality Assurance in "New" Methods of Learning.
8p. 1mf. L1 ED 369 347

Liddell, Scott A.

Using a Continuous Assessment Approach To Enhance Third Grade Children's Writing Abilities.
101p. 2mf. L2 ED 369 079

Osher, David

Learning Disabilities: Learner-Centered Approaches. Training Packet for a Three-Session Workshop. Study of ABE/ESL Instructor Training Approaches.
273p. 3mf. L1 ED 368 943

Osher, Trina W.

What Is Inclusion, Anyway? An Analysis of Organizational Position Statements.
22p. 1mf. L1 ED 369 234

Ottinger, Cecilia

Critical Education Trends: A Poll of America's Urban Schools.
17p. 1mf. L2 ED 369 875

Owen, Melissa

Intergenerational Entrepreneurship in an Educational Setting.
9p. 1mf. L1 ED 369 597

Pagni, Susan

Regionalized Parent and Staff Development: The Rural California Model (RRCM).
8p. 1mf. L1 ED 369 631

Paribakht, T. Sima

Enhancing Vocabulary Acquisition through Reading: A Hierarchy of Text-Related Exercise Types.
24p. 1mf. L1 ED 369 291

Parker, Agnes

Compendium of Program Facts and Executive Summaries. 1990-91 Evaluation Reports.
138p. 2mf. L1 ED 369 853

Parker, Betty J.

George Peabody's (1795-1869) Educational Legacy.
9p. 1mf. L1 ED 369 720

Parker, Franklin

George Peabody's (1795-1869) Educational Legacy.
9p. 1mf. L1 ED 369 720

Turning Points: Books and Reports that Reflected and Shaped U.S. Education, 1749-1990s.
17p. 1mf. L1 ED 369 695

Parker, Fred

Use of Technology by Undergraduate Elementary Education Majors.
11p. 1mf. L1 ED 369 743

Scotchmer, Christine, Ed.

Children for Health.
185p. 2mf. L1 ED 369 510

Scott, Kathryn P.

Researching Pedagogy: A Transformative, Feminist Perspective.
16p. 1mf. L1 ED 369 724

Seitz, James E.

Effective Board Participation.
127p. 0mf. L3 ED 369 315

Seligson, Michelle

School-Age Child Care: An Action Manual for the 90s and Beyond. Second Edition.
314p. 0mf. L3 ED 369 514

Selke, Mary J.

School/University Partnerships and the UNI Teaching Associates Cadre Model: Professional Benefits to PreK-12 Educators.
28p. 1mf. L1 ED 369 728

Sever, Rita

Beyond the Dead-End Alley of Mass Education.
109p. 0mf. L3 ED 369 873

Shelton, Deborah

Computerized Reading Instruction for Remediating Deficiencies of Slow Learners: Our Forgotten At-Risk Elementary Students.
54p. 1mf. L1 ED 369 040

Shelton, Michael W.

PC, No--An Examination of the Conservative Opposition to Political Correctness.
14p. 1mf. L1 ED 369 113

Sheppard, Ronnie

Profile of Georgia Schools in the Middle: A Research Report.
28p. 1mf. L1 ED 369 493

Sherman, Helen E.

A World of Maps and Travel. An Interdisciplinary Curriculum and Resource Packet Designed for Secondary Students.
40p. 1mf. L1 ED 369 725

Sherritt, Caroline

Cooperative Learning for ABE and ESL Classes: Getting Started.
7p. 1mf. L1 ED 368 862

Sheverbush, Robert L.

A Family Systems Approach to the Problem of Truancy.
16p. 1mf. L1 ED 369 030

Wilson, Angene

To Live in a Multicultural World.
65p. 0mf. L3 ED 369 668

Wilson, Arthur L.

Planning Responsibly for Adult Education. A Guide to Negotiating Power and Interests. Jossey-Bass Higher and Adult Education Series.
208p. 0mf. L3 ED 368 927

Wilson, John S.

Gender Differences in Course Selection Criteria: Academically Talented Students in an Intensive Summer Program.
43p. 1mf. L1 ED 369 721

Wilson, Monty

Staff Orientation Manual for Adult Basic and Literacy Education Providers. Final Report.
159p. 2mf. L1 ED 368 884

Wineburg, Samuel S.

Mr. Stinson's Vietnam: Moral Ambiguity in the History Classroom. Teaching Cases in Cross-Cultural Education, No. 11.
30p. 1mf. L1 ED 369 701

Wise, John Macgregor

Towards a Spatial View: Deleuze and Guattari on Technology.
9p. 1mf. L1 ED 369 410

Wohlstetter, Priscilla

New Boundaries for School-Based Management: The High Involvement Model.
35p. 1mf. L1 ED 369 186

Wong, Eliza

Quality Child Care for Hispanic Families: Support and Training for Spanish-Speaking Family Day Care Providers. A Survey of Community-Based Organizations.
11p. 1mf. L2 ED 369 513

Wood, Carol

Introduction to SmartBooks. Report 23-93.
25p. 1mf. L1 ED 369 402

Woodbury, Jacqueline

A Love/Hate Relationship: Dissertation Topic to Doctoral Committee.
11p. 1mf. L1 ED 369 319

Woodrum, D. T.

ADHD Training Modules for Rural Health Care Providers, Educators and Parents.

Bjerstedt, Ake

Peace Museums as Potential Instruments of Peace Education. Views Expressed by Members of the PEC Network. Peace Education Miniprints No. 51.
16p. 1mf. L1 ED 369 716

Second-Order Learning and Education for Peace: Eva Nordland and the Project "Preparedness for Peace." Peace Education Miniprints No. 54.
15p. 1mf. L1 ED 369 715

Black, Kathie M.

Improved Science Content for Pre-Service Teachers: Modeling of Teaching Strategies Based on Current Science Education Reform Literature.
18p. 1mf. L1 ED 369 647

Blunt, Adrian, Ed.

Annual Adult Education Research Conference (AERC) Proceedings (33rd, Saskatoon, Saskatchewan, Canada, May 15-17, 1992). Revised Edition.
389p. 5mf. L1 ED 368 856

Bodinger-deUriarte, Cristina

Hate Crime: The Rise of Hate Crime on School Campuses.
7p. 1mf. L1 ED 368 994

Bodycott, Peter

Using Feedback and Reflection as Tools in Bridging the Theory-Practice Link in Language Teacher Training at the Primary Level.
17p. 1mf. L1 ED 369 282

Bogaty, Lisa

Workforce Training: The Pellissippi State Model.
48p. 1mf. L1 ED 369 426

Borman, Kathryn M., Ed.

Alternative Conceptualizations.
85p. 1mf. L1 ED 369 662

Changing American Education. Recapturing the Past or Inventing the Future?
431p. 0mf. L3 ED 369 851

Images of the Foundations.
109p. 2mf. L1 ED 369 661

Politics and the Schools.
117p. 2mf. L1 ED 369 663

Bornfield, Gail

Grade Retention and Parental Aspirations for Students with Learning Disabilities.
9p. 1mf. L1 ED 369 607

Boruchovitch, Evely

3p. 1mf. L1 ED 369 581

Dickinson, Kelly A.

Comparison of Familial and Cognitive Factors Associated with Male and Female Self-Esteem.
19p. 1mf. L1 ED 369 022

Dickinson, Leslie

Collaboration in Assessment: Empowering the Individual Course Member.
14p. 1mf. L1 ED 369 275

Diffey, Norman

Getting Started: Second Language Development in K-1 French Immersion.
62p. 1mf. L1 ED 369 262

Dishner, Ernest K.

Reading in the Content Areas: Improving Classroom Instruction. Third Edition.
478p. 0mf. L3 ED 369 050

Doan-Sampon, Mary Anne

Growing: Birth to Three. Piecing It All Together.
29p. 1mf. L1 ED 369 240

Dobler, Judith

Beyond the Formula: Students Becoming Writers.
14p. 1mf. L1 ED 369 082

Doescher, Susan M.

Encouraging Symbolic Play in Young Children: A Guide for Developing Creative and Imaginative Experiences.
63p. 1mf. L1 ED 369 551

Dollase, Richard H.

Doctors' Stories on Teaching and Mentoring. Fastback 369.
36p. 1mf. L1 ED 369 734

Donmoyer, Robert, Ed.

At-Risk Students: Portraits, Policies, Programs, and Practices.
440p. 0mf. L3 ED 369 849

Donnelly, William J.

Teaching Account Management.
32p. 1mf. L2 ED 369 109

Dori, Y. J.

In-Service Chemistry Teachers Training: The Impact of Introducing Computer Technology on Teachers' Attitudes.
18p. 1mf. L1 ED 369 646

Doty, Ralph

Henderson, David L.

Computers in Schools of Southeast Texas in 1994.
16p. 1mf. L1 ED 369 735

Texas Teachers, Moonlighting, and Morale, 1980-1994.
29p. 1mf. L1 ED 369 744

Henderson, Karen L.

Texas Teachers, Moonlighting, and Morale, 1980-1994.
29p. 1mf. L1 ED 369 744

Henderson, Sarah

Theories of Cognitive Development and the Teaching of Argumentation in First-Year Composition.
15p. 1mf. L1 ED 369 094

Hertzog, Nancy B.

Impediments to a Project-Based and Integrated Curriculum: A Qualitative Study of Curriculum Reform.
34p. 1mf. L1 ED 369 185

Hicks, Karen

The Efficacy of Shared Reading with Teens.
12p. 1mf. L1 ED 369 073

Highett, Neville

Best Practices Statements for School and Systemic Development.
20p. 1mf. L1 ED 369 160

Hildreth, Bertina L

College As a Transition Option for Students with Learning Disabilities.
8p. 1mf. L1 ED 369 637

Hill, Elaine N.

The Multicultural E-Mail of High School-College Collaboration.
6p. 1mf. L1 ED 369 101

Hillman, Jo

A Quality System for Education: Using Quality and Productivity Techniques To Save Our Schools.
239p. 0mf. L3 ED 369 421

Hilyer, Gail M.

Higher Education in the Northwest Territories: Different Systems, Different Perspectives.
72p. 1mf. L1 ED 369 427

Hindmarsh, Doug

Family Literacy. Information Forum Publication #5.
12p. 1mf. L1 ED 369 394

Hixson, Judson

Racing with the World: How States Can Build a 21st Century Workforce.
46p. 1mf. L2 ED 368 928

Lie, Suzanne Stiver, Ed.

The Gender Gap in Higher Education. World Yearbook of Education 1994.
255p. 0mf. L3 ED 369 380

Likhite, Vivek

Health Occupations Extended Campus Program.
49p. 1mf. L1 ED 369 648

Lipson, Lois

Senior Citizens as School Volunteers: New Resources for the Future. ERIC Digest.
3p. 1mf. L1 ED 369 774

Lockledge, Ann

Civic Competence and the Pace of World Events. A Clip Board of Activities for Using the Newspaper.
13p. 1mf. L1 ED 369 723

Lockwood, Anne Turnbaugh

The Future of School Finance.
21p. 1mf. L2 ED 369 132

Lockwood, Robert E.

Educational Funding and Student Achievement: You Be the Judge.
15p. 1mf. L1 ED 369 143

Long, Huey B.

Abstracts of Literature in Self-Directed Learning 1966-1982.
168p. 0mf. L3 ED 368 920

Abstracts of Literature in Self-Directed Learning 1983-1991.
264p. 0mf. L3 ED 368 921

Advances in Research and Practice in Self-Directed Learning.
293p. 0mf. L3 ED 368 917

Emerging Perspectives of Self-Directed Learning.
281p. 0mf. L3 ED 368 923

New Ideas about Self-Directed Learning.
246p. 0mf. L3 ED 368 924

Self-Directed Learning Dissertation Abstracts 1966-1991.
326p. 0mf. L3 ED 368 919

Self-Directed Learning: Application and Research.
400p. 0mf. L3 ED 368 922

Self-Directed Learning: Consensus & Conflict.
296p. 0mf. L3 ED 368 918

Parker, Ray

"Process vs. Product" in Language Teacher Education - Shifting the Focus of Course Design.
19p. 1mf. L1 ED 369 283

Parnell, Dale

The Tech Prep Associate Degree Program Revisited.
11p. 1mf. L1 ED 369 441

Partee, Teresa

Evening the Odds: Taking Action for Kentucky's African American Children and Their Families.
77p. 1mf. L1 ED 369 848

Patterson, Sheila M.

Instructional Strategies for Implementing Ethics Instruction in Health Education Courses.
5p. 1mf. L2 ED 369 741

Patton, Patricia L.

Employment Success for Students with Mild Disabilities: Process and Outcomes.
14p. 1mf. L1 ED 369 235

Pauly, Nancy

Interdisciplinary Learning and the Arts: An Annotated Bibliography, July 1993. Second Edition.
33p. 1mf. L1 ED 369 707

Pavlou, Pavlos

The Role of Cohesion in Communicative Competence as Exemplified in Oral Proficiency Testing.
21p. 1mf. L1 ED 369 258

Payne, David E.

Impacts of Cross-Cultural Mass Media in Iceland, Northern Minnesota, and Francophone Canada in Retrospect.
15p. 1mf. L1 ED 369 111

Payne, Emily Miller, Ed.

National Association for Development Education Annual Conference Proceedings (16th, San Antonio, Texas, February 26-March 1, 1992).
43p. 1mf. L1 ED 369 322

National Association for Developmental Education Annual Conference Proceedings (17th, Washington, D.C., March 17-21, 1993).
42p. 1mf. L1 ED 369 323

Payne, Mario D., Ed.

National Resources for Adults with Learning Disabilities.
34p. 1mf. L1 ED 368 899

Shukor, Haji

Towards ESP Programmes in Technical and Vocational Institutions in Malaysia.
14p. 1mf. L1 ED 369 286

Smart, John C., Ed.

Higher Education: Handbook of Theory and Research. Volume IX.
498p. 0mf. L3 ED 369 342

Higher Education: Handbook of Theory and Research. Volume VI.
527p. 0mf. L3 ED 369 339

Higher Education: Handbook of Theory and Research. Volume VII.
482p. 0mf. L3 ED 369 340

Higher Education: Handbook of Theory and Research. Volume VIII.
482p. 0mf. L3 ED 369 341

Smith, Clifton L.

Planning for International Business Programs: The Resources, Concepts, Strategies, and Practices.
17p. 1mf. L1 ED 368 909

Smith, Coralee S.

Analysis of College Science Education Position Announcements.
9p. 1mf. L1 ED 369 650

Smith, Michael Peter

California's Changing Faces: New Immigrant Survival Strategies and State Policy. A Policy Research Program Report.
195p. 3mf. L1 ED 369 871

Smith, Robert L.

Teachers Collaboratively Writing about Their Curricular Activism.
19p. 1mf. L1 ED 369 100

Smith, Sue Griffith

Effective Partnership between Public Education and Private Industry.
31p. 1mf. L1 ED 369 437

Smith, Thomas B.

Generations Together: A Job-Training Curriculum for Older Workers in Child Care and Related Materials. First Edition.
272p. 0mf. L3 ED 369 564

So, SooYoung

International Students and American Academic Libraries: An Empowering Relation.
26p. 1mf. L1 ED 369 403

Sobel, David

Children's Special Places: Exploring the Role of Forts, Dens,

10p. 1mf. L1 ED 369 632

Wright, Barbara A. W., Ed.

Software Buyer's Guide. 1993 Edition.
74p. 1mf. L1 ED 368 903

Wright, Paul

Intergenerational Entrepreneurship in an Educational Setting.
9p. 1mf. L1 ED 369 597

Yantz, Patricia M.

Part-Time Faculty: Here Today, Not Gone Tomorrow, or Professional Development of Part-Time Faculty and the Changing Role of Division Chairpersons.
10p. 1mf. L1 ED 369 428

Yates, Lyn

The Education of Girls: Policy, Research and the Question of Gender. Australian Education Review No. 35.
131p. 0mf. L3 ED 369 719

Yee, Darlene

Long-Term Care Administration at San Francisco State University.
19p. 1mf. L1 ED 369 005

Yell, Mitchell L.

Service Delivery Models and Students with Emotional Disabilities and Behavior Disorders: A Rural Perspective.
14p. 1mf. L1 ED 369 608

York, C. Michael

Causes of College Retention: A Systems Perspective.
12p. 1mf. L1 ED 369 027

Young, Erin

Engineering the Classroom To Promote Inclusion.
7p. 1mf. L1 ED 369 614

Young, Grant L.

Looking through Eyes of Compassion: Visible Minorities in SIAST.
44p. 1mf. L1 ED 368 907

Young, William F.

Intensive Family-Based Services Program: A Supportive Alternative to Out-of-Home Placement for Troubled Children and Their Families.
9p. 1mf. L1 ED 369 629

Younger, Frances

Five Hundred Questions Kids Ask about Sex and Some of the Answers: Sex Education for Parents, Teachers and Young People Themselves.
212p. 0mf. L3 ED 369 552

Causal Attributions for Health and Illness: A Cross-Cultural Contribution.
5p. 1mf. L1 ED 369 018

Causal Attributions for Health and Illness: Some Predictor Variables.
5p. 1mf. L1 ED 369 019

Bosch, Andrea, Ed.

Development Communication Report, 1993.
69p. 1mf. L1 ED 369 412

Boser, Richard A.

Professional Development for Technology Education: Results of a National Study.
40p. 1mf. L1 ED 368 937

Boston, Robert

Why the Religious Right Is Wrong about Separation of Church and State.
255p. 3mf. L1 ED 369 168

Bowman, Linda

Self-Monitoring: An Alternative to Daily Point Sheets.
21p. 1mf. L1 ED 369 253

Boyd, John A.

A Business Advisor's Guide to Counseling Theories.
15p. 1mf. L1 ED 369 008

Braaten, Sheldon L., Ed.

Programming for Adolescents with Behavioral Disorders, Vol. 4.
143p. 2mf. L2 ED 369 191

Programming for Adolescents with Behavioral Disorders, Vol. 5.
183p. 2mf. L2 ED 369 192

Brady, Suzanne

Mindful of Others: Teaching Children To Teach.
237p. 0mf. L3 ED 369 097

Brandhorst, Ted, Ed.

ERIC Clearinghouse Publications, 1993. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses Announced in Resources in Education (RIE) January-December 1993.
111p. 2mf. L1 ED 369 420

Brandt, Vickie

The Children's Mental Health Integrated Fund: A Preliminary Report.
158p. 2mf. L1 ED 369 222

Braswell, Nell

Back from the Future: Community Demands Reshape a College.
18p. 1mf. L1 ED 369 458

Dougherty, Kevin J.

The Contradictory College: The Conflicting Origins, Impacts, and Futures of the Community College.
365p. 0mf. L3 ED 369 461

Douglas, Jonathan J.

Codependency: Innovation or Status Quo?
17p. 1mf. L1 ED 369 021

Downing, David B., Ed.

Changing Classroom Practices: Resources for Literary and Cultural Studies. Refiguring English Studies.
336p. 4mf. L1 ED 369 104

Drill, Janet, Comp.

Inclusive Schools. Topical Bibliography on Inclusive Schools.
216p. 3mf. L1 ED 369 231

Driscoll, Marcy P.

Psychology of Learning for Instruction.
409p. 0mf. L3 ED 369 772

Ducy-Perez, Ellen

Sustained Silent Reading in University Courses in EFL for Academic Purposes.
27p. 1mf. L1 ED 369 264

Dultz, Ron

Educating the Entire Person.
105p. 2mf. L1 ED 369 523

Eaton, Judith, Ed.

Financing Nontraditional Students: A Seminar Report.
96p. 1mf. L1 ED 369 423

Eckenrode, John

The Role of Work Identity in Women's Adjustment to Divorce.
15p. 1mf. L1 ED 369 016

Eddowes, E. Anne

Hyperactive or Activity Hyper: Intervention for the Child with Attention Problems.
7p. 1mf. L1 ED 369 196

Ediger, Marlow

Grouping Pupils for Language Arts Instruction.
14p. 1mf. L1 ED 369 066

Eggert, Leona L.

Restructuring Schools: Exploring School-Based Management and Empowerment Issues. A National Perspective.
11p. 1mf. L1 ED 369 157

Hoff, Michael P.

Five Years of DCS 101: An Empirical Analysis.
15p. 1mf. L1 ED 369 362

Hogelucht, Kimberly S.

Managing Classroom Discourse: An Examination of Teacher/Student Interaction.
26p. 1mf. L1 ED 369 116

Holmes, C. Thomas

Full-day Versus Half-day Kindergarten: An Experimental Study.
14p. 1mf. L1 ED 369 540

Holt, Mary Ann

Survey Assessment of Paideia Teachers Perceptions Concerning Professional Staff Development.
19p. 1mf. L1 ED 369 742

Holznagel, Donald C.

Distance Education Resource Directory for Northwest Schools.
46p. 1mf. L1 ED 369 386

Hooktwith, Nancy

Learner Support Strategies: An Integrated Approach.
30p. 1mf. L1 ED 369 463

Hoover, H. D.

Gender Differences in Achievement Test Scores.
25p. 1mf. L2 ED 369 816

Horan, Carolyn B.

Evaluation of Utah Career Ladder Programs.
160p. 2mf. L1 ED 369 761

Houston, Linda

A Community of Writers: Peer Tutor Training for Writing Center Techniques Which Foster Dialogue in the Writing Process.
6p. 1mf. L1 ED 369 088

Huff, W. A. Kelly

Perspectives on Your Chances for Journal Publication.
8p. 1mf. L1 ED 369 077

Huffman, Dennis, Ed.

Experience America: A Guide to Enhancing the Process of Living and Learning in the United States for Jefferson Fellows and Associates with the U.S. Agency for International Development.
31p. 1mf. L1 ED 369 369

Self-Directed Learning: Emerging Theory & Practice.
135p. 0mf. L3 ED 368 916

Loos, Eugene, Ed.

Notes on Linguistics, 1993.
267p. 3mf. L1 ED 369 295

Lopez, Susan D.

An Analysis of the Integration of the Feminist Perspective in Research Methods Classes: Current Practices.
32p. 1mf. L1 ED 369 344

Lore-Lawson, Joye

Self-Esteem in the Foreign Language Classroom: Activities That Do More Than Teach.
16p. 1mf. L1 ED 369 267

Lorenzo, Albert L.

A Framework for Fundamental Change in the Community College: Creating a Culture of Responsiveness.
34p. 1mf. L1 ED 369 432

Losak, John

Foundations and Contexts of Developmental Education in Higher Education.
70p. 1mf. L1 ED 369 438

Ludlow, Barbara L.

Alternative Certification in Special Education: A Qualitative Study of Two Models.
9p. 1mf. L1 ED 369 603

A Comparison of Traditional and Distance Education Models.
9p. 1mf. L1 ED 369 599

Luetke-Stahlman, Barbara

Deaf Education Using Interactive Television.
19p. 1mf. L1 ED 369 598

Lumsden, Linda S.

Student Motivation.
5p. 1mf. L1 ED 369 142

Lyman, Barbara Gallow, Ed.

National Association for Development Education Annual Conference Proceedings (16th, San Antonio, Texas, February 26-March 1, 1992).
43p. 1mf. L1 ED 369 322

National Association for Developmental Education Annual Conference Proceedings (17th, Washington, D.C., March 17-21, 1993).
42p. 1mf. L1 ED 369 323

Lynch, Kimberly

Pennington, Martha C.

Human Resources Development in the Management of English Language Programs: An Introduction for Teachers.
17p. 1mf. L1 ED 369 277

Percy, Keith, Ed.

Working and Learning Together. European Initiatives with Older People. A Report of the Annual Conference of the Association for Educational Gerontology Held in 1993, the European Year of Older People and Solidarity between Generations (Glasgow, Scotland,United Kingdom, July 1-4, 1993).
50p. 1mf. L1 ED 368 966

Perlman, Leonard G., Ed.

Private Sector Rehabilitation: Insurance, Trends & Issues for the 21st Century. A Report on the Mary E. Switzer Memorial Seminar (17th, Washington, D.C., June 2-4, 1993).
82p. 1mf. L1 ED 368 860

Peters, Richard

Participatory Citizenship: A Learned Way of Living.
51p. 1mf. L1 ED 369 676

Peterson, Reece L., Ed.

Multicultural Issues in the Education of Students with Behavioral Disorders.
291p. 0mf. L3 ED 369 195

Peterson-del Mar, David

School-Site Councils. ERIC Digest, Number 89.
3p. 1mf. L1 ED 369 154

Peyton, Joy Kreeft

Literacy Development in Network-Based Classrooms. Technical Report No. 597.
31p. 1mf. L1 ED 369 056

Phemister, Linda

The New Challenge: A Relevant Program for the Disadvantaged Gifted.
6p. 1mf. L1 ED 369 610

Pickering, Michael

How a Bilingual Child Understands Being Bilingual.
21p. 1mf. L1 ED 369 266

Pickett, Anna Lou

Using Paraeducators Effectively in the Classroom. Fastback 358.
34p. 1mf. L1 ED 369 732

Piland, Diane E.

The Socialization Process of Student Teachers: A Descriptive Study.

and Bush Houses in Middle Childhood.
168p. 2mf. L2 ED 369 558

Soberanis, Pat

Middle Class Squeeze. The Tomas Rivera Center Policy Brief.
4p. 1mf. L2 ED 369 846

Soby, Jeanette M.

Prenatal Exposure to Drugs/Alcohol: Characteristics and Educational Implications of Fetal Alcohol Syndrome and Cocaine/Polydrug Effects.
126p. 0mf. L3 ED 369 238

Sorenson, Barbara, Comp.

Inclusive Schools. Topical Bibliography on Inclusive Schools.
216p. 3mf. L1 ED 369 231

Spanbauer, Stanley J.

A Quality System for Education: Using Quality and Productivity Techniques To Save Our Schools.
239p. 0mf. L3 ED 369 421

Spande, Gail E.

Matching State Goals to a Model of School Completion Outcomes and Indicators. Technical Report 9.
149p. 2mf. L1 ED 369 229

Sparks, Peter G., Ed.

A Roundtable on Mass Deacidification. Report on a Meeting (Andover, Massachusetts, September 12-13, 1991).
139p. 2mf. L1 ED 369 401

Stahl, Norman A.

The Roots of Reading: Preserving the Heritage of a Profession through Oral History Projects.
23p. 1mf. L1 ED 369 072

Steck, Linda P.

Working Together: When Death Comes to School.
9p. 1mf. L1 ED 369 634

Steele, Roger E., Comp.

Association for International Agricultural and Extension Education 1994 Conference Papers. Annual Conference (10th, Arlington, Virginia, March 24-26, 1994).
473p. 5mf. L1 ED 368 914

Steinmiller, Georgine G.

Academic Alliances, You Can Do It Too.
7p. 1mf. L1 ED 369 588

Steinmiller, Robert C.

Academic Alliances, You Can Do It Too.

Ysseldyke, James

Implementation of Alternative Methods for Making Educational Accountability Decisions for Students with Disabilities. Synthesis Report 12.
32p. 1mf. L1 ED 369 230

Ysseldyke, James E.

Availability of Data on School Completion Outcomes and Indicators. Technical Report 8.
45p. 1mf. L1 ED 369 228

Can "All" Ever Really Mean "All" in Defining and Assessing Student Outcomes? Synthesis Report 5.
18p. 1mf. L1 ED 369 226

Yun, Hyun Sub

Kantian Model of Moral Development.
17p. 1mf. L1 ED 369 813

Zamorano, Wanda Jean

Eighth Grade Reading Improvement with CNN Newsroom and "USA Today."
67p. 1mf. L1 ED 369 041

Zelazek, John R.

Teacher Education Follow-up Study, 1994.
26p. 1mf. L1 ED 369 766

Zhang, Shu Ya

Chinese-American Students: A Review of the Literature.
27p. 1mf. L1 ED 369 682

Zheng, Binyao

Role Playing in Foreign Language Teaching: An Application in an Elementary Chinese Class.
10p. 1mf. L1 ED 369 289

Zimmerman, Cheryl Boyd

Teachers Perceptions of and Strategies with Lexical Anomalies.
28p. 1mf. L1 ED 369 259

Zymelman, Manuel, Ed.

Assessing Engineering Education in Sub-Saharan Africa. World Bank Technical Paper Number 197, Africa Technical Department Series.
210p. 3mf. L2 ED 369 364

Impact of the Winthrop Writing Institute on Participants' Teaching and Writing 1981 through 1989.
49p. 1mf. L1 ED 369 087

Braunstein, Jill

What Do Unions Do for Women? Research-in-Brief.
4p. 1mf. L1 ED 368 941

Brennan, John

Questions of Quality: in Europe and Beyond. Higher Education Report No. 1.
62p. 1mf. L2 ED 369 343

Towards a Methodology for Comparative Quality Assessment in European Higher Education. A Pilot Study on Economics in Germany, the Netherlands and the United Kingdom.
72p. 1mf. L2 ED 369 310

Brett, Arlene

The Complete Playground Book.
192p. 0mf. L3 ED 369 565

Bridge, Connie A.

LAP Reading Program: Every Child a Reader. UKERA Occasional Papers #0006.
45p. 1mf. L1 ED 369 550

Brigham, Thomas A.

Excel: An Intensive and Structured Program of Advising and Academic Support To Assist Minority Freshmen To Succeed at a Large State University.
37p. 1mf. L1 ED 369 375

Brittan, Jessica

An Introduction to Numeracy Teaching.
115p. 2mf. L1 ED 368 913

Brombach, Catherine

Breaking Barriers: An Asian-American Curriculum Unit.
37p. 1mf. L1 ED 369 861

Brostrom, Stig

A Crosscultural, Ethnographical and Comparative Study of One Danish and One American Kindergarten Plus the Psychological Development of These Danish and American 6 Year Old Children.
24p. 1mf. L1 ED 369 478

Broussard, Anne M.

Child Care Project. Annual Report.
41p. 1mf. L1 ED 369 487

Brower, Aaron M.

Prototype Matching and Striving for Future Selves: Information

Preventing Adolescent Drug Involvement, School Dropout and Emotional Distress.
30p. 1mf. L1 ED 368 992

Eissa, Debbie

GAIN in the Community Colleges: A Report on the 1992-93 Survey on GAIN Participants and Funding.
21p. 1mf. L1 ED 369 465

Eliot, John

A Study of Sex Differences among Art Students on Spatial Abilities.
15p. 1mf. L1 ED 369 681

Elrod, G. Franklin

Infusing Rural School-Community Partnerships into Transition Components of Individualized Education Plans: Processes and Outcomes.
9p. 1mf. L1 ED 369 620

Elsberry, Cynthia C.

Perceptions of First-Year Elementary Principals in Three Southeastern States Regarding Principal Induction Programs.
31p. 1mf. L1 ED 369 187

Emmer, Edmund T.

Classroom Management for Secondary Teachers. Third Edition.
212p. 0mf. L3 ED 369 781

Engberg, Agnete

Early Childhood and Pre-School Education in Denmark.
18p. 1mf. L1 ED 369 525

Epstein, Debbie

Changing Classroom Cultures: Anti-Racism, Politics and Schools.
168p. 0mf. L3 ED 369 180

Erickson, Cynthia L.

SUCCESS Program Planning/Evaluation Report for 1992-93. Focus on Program Evaluation.
64p. 1mf. L1 ED 369 860

Evertson, Carolyn M.

Classroom Management for Elementary Teachers. Third Edition.
226p. 0mf. L3 ED 369 782

Fahmy, Jane Jackson

Planning a TEFL Education Program: Policies, Perspectives and Promise.
27p. 1mf. L1 ED 369 281

Farmer, Bruce W.

Hughes, Sarah S.

Gender at the Base of World History.
14p. 1mf. L1 ED 369 678

Humphrey, James H.

Motor Learning in Childhood Education: Curricular, Compensatory, Cognitive.
197p. 0mf. L3 ED 369 553

Stress Management for Elementary Schools.
198p. 0mf. L3 ED 369 006

Hunt, Gary T.

Scholarship Reconsidered and Its Impact on the Faculty Member.
11p. 1mf. L1 ED 369 372

Hunter, Alyce

Magnet Magic: A Consideration of Choice and Change.
25p. 1mf. L1 ED 369 152

Hunter, Jennie L.

Assessing the Implementation of a State Wide Competency-Based Student Tracking System in Business Education.
22p. 1mf. L1 ED 369 818

Hunter, Moira, Ed.

Awards for University Administrators and Librarians 1994-96. ACU Awards Series.
30p. 0mf. L3 ED 369 355

Awards for University Teachers and Research Workers 1994-96. ACU Awards Series.
352p. 0mf. L3 ED 369 354

Ihde, Thomas W.

Feedback in L2 Writing.
7p. 1mf. L1 ED 369 287

Imel, Susan

More than the Sum of the Parts: Using Small Group Learning in Adult Basic and Literacy Education. A 353 Special Demonstration Project.
90p. 1mf. L1 ED 368 905

Peer Tutoring in Adult Basic and Literacy Education. ERIC Digest No. 146.
4p. 1mf. L1 ED 368 891

Irby, Beverly J.

Establishing Partnerships among Women Executives in Rural School Districts.
6p. 1mf. L1 ED 369 628

Isaac, Katherine

Power, Patriarchy, and Punishment in Shakespeare's "Othello."
11p. 1mf. L1 ED 369 095

Mabbott, Ann

The Acculturation Model: The Theory and Its Implications for Classroom Language Acquisition.
27p. 1mf. L2 ED 369 272

MacDonald, Tara K.

The Effects of Alcohol on Intentions to Drink and Drive.
13p. 1mf. L1 ED 369 012

Mack, Eva Meredith

Reflections on Teaching at the "Margins": Reconceptualizing Multicultural Education.
109p. 2mf. L1 ED 368 906

Madsen, Kim

Child Care for Young Children with Disabilities.
9p. 1mf. L1 ED 369 593

Majeske, Christopher

Destination: Cameroon. Study Guide.
62p. 1mf. L2 ED 369 711

Malley, Patrick

Synopsis of a Descriptive Study of School-Based Adolescent Suicide Prevention/Intervention Programs: Program Components and the Role of the School Counselor.
25p. 1mf. L2 ED 369 017

Mangino, Evangelina

Annual Report on Student Achievement 1992-93. Publication Number 92.30.
73p. 1mf. L1 ED 369 823

Mannino, Lewie, Ed.

A Plan to Implement a Pre-Military Development Program.
315p. 4mf. L1 ED 368 894

Marable, Paula

Chapter 2 Formula. 1992-93 Final Report.
52p. 1mf. L1 ED 369 184

Marder, Camille

How Well Are Youth with Disabilities Really Doing? A Comparison of Youth with Disabilities and Youth in General. A Report from the National Longitudinal Transition Study of Special Education Students.
103p. 2mf. L1 ED 369 233

Secondary School Students Classified as Seriously Emotionally Disturbed: How Are They Being Served?

44p. 1mf. L1 ED 369 745

Pires, Sheila A.

Staffing Systems of Care for Children and Families: A Report of the Southern Human Resource Development Consortium for Mental Health on Workforce Issues Related to Community-Based Service Delivery for Children and Adolescents with Serious Emotional Disturbance/Mental Illness and Their Families.
171p. 2mf. L1 ED 369 210

Pluta, Kate

Building Bridges: Articulating Writing Programs between Two-and Four-Year Colleges.
11p. 1mf. L1 ED 369 348

Pollak, Ave

Problem Solving.
38p. 1mf. L1 ED 368 973

Stress Management.
31p. 1mf. L1 ED 368 974

Time Management.
47p. 1mf. L1 ED 368 976

Polland, Mark

The Evaluation of Creative Behaviors.
39p. 1mf. L1 ED 369 539

Scientific Visualization: A Synthesis of Historical Data.
17p. 1mf. L1 ED 369 651

Pompert, Bea

From Play Activity toward Learning Activity: Developmental Perspectives in Early Childhood Education.
17p. 1mf. L1 ED 369 477

Portwood, Derek

Work Based Learning and Higher Education in the USA.
44p. 1mf. L1 ED 369 316

Pounders, Mickey

Implementation of the Louisiana ADD Law.
41p. 1mf. L1 ED 369 197

Powell, Jack L.

Trait Ambiguity and Controllability in Evaluations of Self and Others.
11p. 1mf. L1 ED 369 028

Power, Jenny

Changing Lives: Report of the Implementation of the Reading Recovery Program on the North Coast, NSW, 1991.
130p. 2mf. L1 ED 369 051

7p. 1mf. L1 ED 369 588

Steller, Jenifer J.

D.U.C.K. Walking.
149p. 2mf. L1 ED 369 776

Stender, Holoua

Hokule'a: A Guide to Educational Resources.
22p. 1mf. L2 ED 369 670

Stenmalm-Sjoblom, Lena

Improving Teacher Education through International Cooperation and Partnership.
21p. 1mf. L1 ED 369 479

Stephen, Helen

Conflict Resolution with Young Children. AECA Resource Book Series, No. 2.
16p. 0mf. L3 ED 369 502

Stevens, Kelly

Leadership Retreats for Middle Level and Senior High School Students.
81p. 1mf. L2 ED 369 032

Stewart, Rohn

A General Survey of Religious Concepts and Art of North, East, South, and West Africa.
11p. 1mf. L1 ED 369 692

Stipek, Deborah J.

Motivation To Learn: From Theory to Practice. Second Edition.
292p. 0mf. L3 ED 369 773

Stout, Kathleen

Chapter 1: Creating Opportunities for Success through Replacement Services. Chapter 1 Replacement Class Collaborative Teaming and Intensive Teaching Time. A Model for Student Success in Newark City Schools.
28p. 1mf. L1 ED 369 863

Stringer, Bill

The P-12 Experience of Students: In What Ways Can It Be a Quality Experience?
25p. 1mf. L1 ED 369 158

Stringfield, Sam

Special Strategies for Educating Disadvantaged Children. Urban and Suburban/Rural. First Year Report.
343p. 4mf. L1 ED 369 854

Strong, Gregory

Teaching Writing with Small Groups.

Management Strategies in the Transition to College.
35p. 1mf. L1 ED 369 328

Brown, Arthur

Differential Aptitude Test: A Data Source for Reinforcement of Educational/Occupational Choices for Special Population Enrollees.
18p. 1mf. L1 ED 368 901

Brown, Genevieve

Establishing Partnerships among Women Executives in Rural School Districts.
6p. 1mf. L1 ED 369 628

Brown, Nevin

Higher Education and the Schools: A Call to Action and Strategy for Change.
12p. 1mf. L1 ED 369 356

Brown, Sally

Assessing Learners in Higher Education. Teaching and Learning in Higher Education Series.
165p. 0mf. L3 ED 369 379

Browning, Trish

Helping Them Learn To Spell. PEN 94.
7p. 1mf. L1 ED 369 065

Bruce, Bertram C.

Literacy Development in Network-Based Classrooms. Technical Report No. 597.
31p. 1mf. L1 ED 369 056

Bruder, Mary Beth

Higher Education Faculty Institute Multidisciplinary Inservice Model Demonstration Project. Final Report.
984p. 11mf. L1 ED 369 224

The Ninos Especiales Outreach Training Project (NEOTP). Final Report.
744p. 8mf. L1 ED 369 225

Brunner, Michael S.

National Survey of Reading Programs for Incarcerated Juvenile Offenders.
61p. 1mf. L1 ED 369 047

Bruno, Paula

The Wisdom Is Now (Project WIN) Final Evaluation Report, 1992-93. OREA Report.
53p. 1mf. L1 ED 369 302

Brzakalik, Krystayna

Life in a Democratic Society: A Primary School Civics Course for

Evaluation of Communication Training Effectiveness in the Workplace: A Case Study.
24p. 1mf. L1 ED 369 120

Farr, Roger

Theory Meets Practice in Language Arts Assessment. ERIC Digest.
3p. 1mf. L1 ED 369 075

Fascilla, Paula, Ed.

The Reform Movement: Where Do Gifted Students Fit?
47p. 1mf. L1 ED 369 200

Fedje, Laurie

Ma, Pa, School Folks and Kids: Working a Patchwork to a Complete "Heart."
11p. 1mf. L1 ED 369 623

Feldman, Allan

Teachers Learning from Teachers: Knowledge and Understanding in Collaborative Action Research.
31p. 1mf. L1 ED 369 756

Feng, Jianhua

Asian-American Children: What Teachers Should Know. ERIC Digest.
3p. 1mf. L1 ED 369 577

Ferguson, E. Elaine, Ed.

Child Care Connections-NS: Three Years of Development and Our Commitment to Children, Parents, Colleagues, and Community.
35p. 1mf. L1 ED 369 528

Ferlazzo, Janet S.

The Effect of Reading Aloud on a Child's Success in First Grade.
32p. 1mf. L1 ED 369 046

Fertman, Carl I.

Service-Learning Reflections: Update of Service-Learning in Pennsylvania.
28p. 1mf. L1 ED 368 910

Field, Sherry

American Families: Not Just Leave It to Beaver.
16p. 1mf. L1 ED 369 103

Firestone, Robert W.

The Mother-Daughter Bond.
13p. 1mf. L1 ED 369 000

Origins of Ethnic Strife.
16p. 1mf. L1 ED 368 999

The Universality of Emotional Child Abuse.
19p. 1mf. L1 ED 369 003

Civics for Democracy: A Journey for Teachers and Students.
390p. 0mf. L3 ED 369 700

Ishii-Jordan, Sharon, Ed.

Multicultural Issues in the Education of Students with Behavioral Disorders.
291p. 0mf. L3 ED 369 195

Iverson, Landa J.

Regionalized Parent and Staff Development: The Rural California Model (RRCM).
8p. 1mf. L1 ED 369 631

Jacobs, Suzie

Mindful of Others: Teaching Children To Teach.
237p. 0mf. L3 ED 369 097

Jacobson, Alan S.

Trait Ambiguity and Controllability in Evaluations of Self and Others.
11p. 1mf. L1 ED 369 028

Jacobson, Arminta L.

Parent Involvement: A Survey of Proficiencies of Principals and Teachers.
35p. 1mf. L1 ED 369 556

Jacoby, Hanan

Delayed Primary School Enrollment and Childhood Malnutrition in Ghana. An Economic Analysis.
46p. 1mf. L2 ED 369 571

Janssen-Vos, Frea

From Play Activity toward Learning Activity: Developmental Perspectives in Early Childhood Education.
17p. 1mf. L1 ED 369 477

Jelinek, James J.

Reconstructing Correctional Education on the Basis of New Critical Realities. Implications for Teachers, Administrators, and Policymakers.
38p. 1mf. L1 ED 368 931

Jenkins, Linda

The Reading-Writing Connection in the Comic Book Genre: A Case Study of Three Young Writers.
94p. 1mf. L1 ED 369 070

Jenrette, Mardee S.

The Teaching Learning Enterprise: Miami-Dade Community College's Blueprint for Change.
200p. 0mf. L3 ED 369 454

46p. 1mf. L1 ED 369 232

Marks, Joseph L.

Funding Methods for Public Higher Education in the SREB States.
109p. 2mf. L1 ED 369 367

Martin, Margaree C.

Differential Aptitude Test: A Data Source for Reinforcement of Educational/Occupational Choices for Special Population Enrollees.
18p. 1mf. L1 ED 368 901

Martinson, Karin

GAIN: Basic Education in a Welfare-to-Work Program. California's Greater Avenues for Independence Program.
257p. 3mf. L1 ED 368 915

Mason, Diana

Differences between Algorithmic and Conceptual Problem Solving by Nonscience Majors in Introductory Chemistry.
31p. 1mf. L1 ED 369 649

Mason, Peter

The Role of the Independent Sector in a Modern Democratic Society. An European View.
10p. 1mf. L1 ED 369 690

Matthews, Bruce E.

Multiculturalism: Implications for Outdoor and Conservation Educators.
39p. 1mf. L1 ED 369 584

The Suburbanization of America and the Future of Hunting and Fishing: How To Get People Back in Touch with the Land, or, Rurbanites: The Problem of Keeping Two Roosters in the Same Henhouse.
19p. 1mf. L1 ED 369 583

Maurer, Lisa

Positive Approaches: A Sexuality Guide for Teaching Developmentally Disabled Persons.
112p. 2mf. L2 ED 369 215

Mayhew, Jack

Are Preservice General Educators Being Adequately Prepared for Inclusion?
11p. 1mf. L1 ED 369 594

Mayo, Vicki D.

Think Aloud Statements and Solutions of Dysphoric Persons on a Social Problem-Solving Task.
34p. 1mf. L1 ED 369 026

Mayton, Daniel M., II

Prater, Greg

Preparing Special Educators for Work in Rural Areas: Two Field-Based Programs That Work.
8p. 1mf. L1 ED 369 612

Preston, Jamie

Staff Orientation Manual for Adult Basic and Literacy Education Providers. Final Report.
159p. 2mf. L1 ED 368 884

Price, Jay

The School Administrator Supply and Demand Report.
56p. 1mf. L1 ED 369 164

Pryor, John

He, She and I. T.: Groupwork in a Gender-Sensitive Area.
14p. 1mf. L1 ED 369 486

Putnam, A. R.

Conference Program Analysis. Technology Education Division.
6p. 1mf. L1 ED 368 934

Putnam, Frank W.

Dissociation and the Development of Psychopathology.
19p. 1mf. L1 ED 369 188

Quick, Don

Subject Matter Expert's Training Module Template.
26p. 1mf. L1 ED 368 940

Quimper, Barry E.

Dropout Study 1992-93. An Approved Report of the Department of Evaluation, Testing, and Research.
55p. 1mf. L1 ED 369 023

Rafferty, Cathleen D.

Promoting Multi-Site Collaborative Inquiry: Initial Efforts and Challenges.
27p. 1mf. L1 ED 369 320

Raftery, Sue

Strategic Planning for Community Viability: A Process, Not a Destination. Circular CRD-60.
7p. 1mf. L1 ED 368 930

Ramirez, Elizabeth Weiser

School-To-Work: Opportunity or Barrier? ASPIRA Issue Brief.
9p. 1mf. L2 ED 369 852

Rancifer, Jesse L.

Correcting Impaired Student Self-Concepts: An Instructional Leadership Strategy for Teachers and Principals.

26p. 1mf. L1 ED 369 290

Strong, John R.

Adapting Pfeiffer and Jones' Experiential Learning Model for Classroom Use.
12p. 1mf. L2 ED 369 115

Stroup, David J.

Teaching Critical Thinking Skills in Biology.
59p. 1mf. L2 ED 369 655

Stull, James B.

Determinants of Ethnocentrism: A Study of the Relationship between Students' Exposure to Other Cultures and Their Attitudes toward Cultural Values.
80p. 1mf. L1 ED 369 117

Suhor, Charles, Comp.

Trends and Issues in English Instruction, 1993--Six Summaries. Summaries of Informal Annual Discussions of the Commissions of the National Council of Teachers of English.
18p. 1mf. L1 ED 369 083

Trends and Issues in English Instruction, 1994--Six Summaries. Summaries of Informal Annual Discussions of the Commissions of the National Council of Teachers of English.
12p. 1mf. L1 ED 369 084

Suits, Jerry P.

Chemistry Problem-Solving Abilities: Gender, Reasoning Level and Computer-Simulated Experiments.
25p. 1mf. L1 ED 369 656

Sullivan, Michael E.

Stemming Teacher Turnover in Rural Settings: An Alternative Approach.
12p. 1mf. L1 ED 369 618

Sunal, Cynthia Szymanski

Integrated Teaching Units: Focusing an Elementary Methods Block Program on Social Studies and Science.
25p. 1mf. L1 ED 369 680

Linking Culture and Environment: What Can the Anasazi Tell Us?
27p. 1mf. L1 ED 369 679

Swartz, Elizabeth, Ed.

The Challenge of Detracking: A Collection.
296p. 4mf. L2 ED 369 573

Swick, Kevin J.

Strengthening Parents and Families during the Early Childhood Years.
489p. 6mf. L2 ED 369 557

Poland.
60p. 1mf. L1 ED 369 683

Buchanan, Nina K.

Performance-Based Identification of Culturally Diverse Gifted Students: A Pilot Study.
12p. 1mf. L1 ED 369 249

Buckingham, Betty Jo, Comp.

Annotated Bibliography for High School Reading: A Suggested Bibliography for 9-12 Students. Revised Edition.
94p. 1mf. L1 ED 369 063

Annotated Bibliography for Junior High/Middle School Reading: A Suggested Bibliography for 6-9 Students. Revised Edition.
75p. 1mf. L1 ED 369 062

Annotated Bibliography for Upper Elementary Reading: A Suggested Bibliography for Students Grades 3-6.
151p. 2mf. L1 ED 369 061

Bull, Kay S.

Portfolio Assessment in Teacher Evaluation: A Comparison of the Perspectives of General and Special Education Administrators and Teachers.
14p. 1mf. L1 ED 369 604

Bullock, Lyndal M., Ed.

Monograph on Inclusion: Ensuring Appropriate Services to Children and Youth with Emotional/Behavioral Disorders--1. Highlights from the Working Forum on Inclusion (St. Louis, Missouri, October 1, 1993).
44p. 1mf. L1 ED 369 243

Buri, John R.

Comparison of Familial and Cognitive Factors Associated with Male and Female Self-Esteem.
19p. 1mf. L1 ED 369 022

Burke, Ken

Mythical Structures in Community Vision.
19p. 1mf. L1 ED 369 122

Teaching Gender Issues at a Women's College: A Male's Perspective.
9p. 1mf. L1 ED 369 114

Burns, Rebecca Crawford, Ed.

Parents and Schools: From Visitors to Partners. NEA School Restructuring Series.
105p. 2mf. L2 ED 369 499

Burt, Lorna

Business Writing.
142p. 2mf. L1 ED 368 981

Voices in Suicide. The Relationship between the Firestone Voice Scale for Self-Destructive Behavior and Self-Destructive Life-Styles.
18p. 1mf. L1 ED 368 998

Fishbaugh, Mary Susan E.

Inclusive Education in Billings, Montana: A Prototype for Rural Schools.
6p. 1mf. L1 ED 369 636

Teacher Study Groups As a Means of Rural Professional Development.
6p. 1mf. L1 ED 369 600

Fisher, Benjamin Franklin, IV, Ed.

The University of Mississippi Studies in English (1990), New Series Volume VIII.
263p. 0mf. L3 ED 369 105

Fisher, Cynthia

Structural Limits on Verb Mapping.
18p. 1mf. L1 ED 369 497

Fiske, Kristin J.

Classroom Strategies for Assessing Limited English Proficient Students in Vocational Programs: A Resource Handbook.
314p. 4mf. L1 ED 368 872

Flachmann, Kim

Building Bridges: Articulating Writing Programs between Two-and Four-Year Colleges.
11p. 1mf. L1 ED 369 348

Flannery, Daniele, Ed.

Adult Education Research Annual Conference (AERC) Proceedings (34th, University Park, Pennsylvania, May 1993).
377p. 4mf. L1 ED 368 967

Fleit, Linda H.

Self-Assessment for Campus Information Technology Services. Professional Paper Series, #12.
32p. 1mf. L1 ED 369 357

Fletcher, Ruth

Don't Kill the Messenger! Conducting Program Evaluation and Facilitating Change through Negotiated Evaluation.
9p. 1mf. L1 ED 369 622

Floyd, Deborah Martin

When Teacher Educators Collaboratively Reflect on Their Practices: A Case Study on Teaching Cases.
25p. 1mf. L1 ED 369 768

Fogarty, Robin, Ed.

Jewler, A. Jerome

Challenging, Caring, and Connecting: Teaching and Reaching the College Student in the 1990s.
21p. 1mf. L1 ED 369 324

Johnson, Candice

A Community of Writers: Peer Tutor Training for Writing Center Techniques Which Foster Dialogue in the Writing Process.
6p. 1mf. L1 ED 369 088

Johnson, Dave

Career Ladder Approach to Training for Community Facilities Personnel and Paraeducators in the State of North Dakota.
11p. 1mf. L1 ED 369 591

Johnson, David W.

Learning Together and Alone. Cooperative, Competitive, and Individualistic Learning. Fourth Edition.
292p. 0mf. L3 ED 369 778

The New Circles of Learning: Cooperation in the Classroom and School.
118p. 2mf. L2 ED 369 146

Johnson, Lory, Comp.

Annotated Bibliography for High School Reading: A Suggested Bibliography for 9-12 Students. Revised Edition.
94p. 1mf. L1 ED 369 063

Annotated Bibliography for Junior High/Middle School Reading: A Suggested Bibliography for 6-9 Students. Revised Edition.
75p. 1mf. L1 ED 369 062

Annotated Bibliography for Lower Elementary Reading : A Suggested Bibliography for Students Grades K-3.
74p. 1mf. L1 ED 369 060

Annotated Bibliography for Upper Elementary Reading: A Suggested Bibliography for Students Grades 3-6.
151p. 2mf. L1 ED 369 061

Johnson, Roger T.

Learning Together and Alone. Cooperative, Competitive, and Individualistic Learning. Fourth Edition.
292p. 0mf. L3 ED 369 778

Johnson, Tanya

An Overview of the Issues Surrounding Faculty Burnout.
20p. 1mf. L1 ED 369 373

Johnston, Janet R., Ed.

Violence and Hate in the Family and Neighborhood: New Perspectives, Policy and Programs.
422p. 5mf. L1 ED 369 536

Jones, Craig H.

Values Should Be Taught in the Public Schools!
12p. 1mf. L1 ED 369 002

McCart, Linda

Changing Systems for Children and Families.
60p. 1mf. L2 ED 369 509

McCarthy, Martha

State Education Governance Structures.
124p. 2mf. L1 ED 369 167

McCartney, Susan

Active Learning in a Family Day Care Setting.
176p. 0mf. L3 ED 369 544

McCarty, Sherry D.

Educational Professionals' Understanding of the Inclusion Model of Special Education.
17p. 1mf. L2 ED 369 244

McClure, Charles R.

The Project GAIN Report: Connecting Rural Public Libraries to the Internet.
103p. 2mf. L2 ED 369 409

Users' Perspectives on U.S. Government Information and Services on the Internet: A Summary from Two Seminars. A Report Prepared for The Information Infrastructure Task Force.
26p. 1mf. L1 ED 369 399

McConnell, Barbara M.

Full-day Versus Half-day Kindergarten: An Experimental Study.
14p. 1mf. L1 ED 369 540

McCoy, Martha L., Ed.

Going to War? Bosnia and Beyond. A Study Circle Discussion Program.
44p. 1mf. L1 ED 369 669

McDaniel, Sue P., Comp.

Missouri Women Today...in Education...in Employment. 1991 Status Report.
55p. 1mf. L1 ED 369 684

McDermott, Peter C., Ed.

The Language and Literacy Spectrum, 1994. A Journal of the New York State Reading Association.
57p. 1mf. L1 ED 369 035

McDevitt, Ellen

An In-Service Math Instruction Program for Tutors. Final Report.
90p. 1mf. L1 ED 368 879

McEneaney, John E.

23p. 1mf. L1 ED 369 765

Randall, E. Vance

Collaborative Consultation in a Rural School.
11p. 1mf. L1 ED 369 635

Ransom, Angela

Improving Higher Education in Developing Countries. EDI Seminar Series.
85p. 1mf. L2 ED 369 366

Rasberry, Quinn

Research Summary: Year Round Schools May Not Be the Answer.
18p. 1mf. L1 ED 369 548

Rascon, Leticia

Building Positive Relationships on the Border with Parents of Special Students: Effective Practices for the I.E.P.
6p. 1mf. L1 ED 369 627

Ratcliff, Ellen

Partners for Transition: Preparing Students for the Future.
9p. 1mf. L1 ED 369 611

Readence, John E.

Content Area Reading: An Integrated Approach. Fourth Edition.
370p. 0mf. L3 ED 369 049

Reavis, H. Kenton, Ed.

Utah's Best Project: Behavioral and Educational Strategies for Teachers. Technical Assistance Manuals, Edited Versions.
154p. 2mf. L1 ED 369 760

Redd, Kenneth E.

The Effects of Higher Loan Limits and Need Analysis Changes on FFELP Borrowing in Pennsylvania, July to December 1992 to 1993.
27p. 1mf. L1 ED 369 368

Redding, Terrence R.

Self-Directed Learning Dissertation Abstracts 1966-1991.
326p. 0mf. L3 ED 368 919

Redmann, Donna H., Ed.

AERA Vocational Education Special Interest Group Proceedings. American Educational Research Association Annual Meeting (New Orleans, Louisiana, April 4-8, 1994).
470p. 5mf. L1 ED 368 960

Reed, Donald B.

The Sexualized Context of American Public High Schools.
21p. 1mf. L1 ED 369 153

Reel, Judee

Swift, Doug

Funding Vocational Education. A Study To Enhance Employability Standards of Students in New Mexico.
133p. 2mf. L1 ED 368 962

Symons, Douglas K.

Maternal Separation Anxiety as a Determinant of Role Satisfaction.
23p. 1mf. L1 ED 369 014

Tanaka-Matsumi, Junko

Think Aloud Statements and Solutions of Dysphoric Persons on a Social Problem-Solving Task.
34p. 1mf. L1 ED 369 026

Tarallo, Bernadette

California's Changing Faces: New Immigrant Survival Strategies and State Policy. A Policy Research Program Report.
195p. 3mf. L1 ED 369 871

Taylor, Peter C. S.

Permeability of Students' World Views to Their School Views.
18p. 1mf. L1 ED 369 645

Taylor, Steve, Ed.

Safeguards.
19p. 1mf. L1 ED 369 220

Teare, Melvyn

Catering Education and Training in France. A Comparative Study. Occasional Paper Number 8.
59p. 1mf. L2 ED 368 963

Tella, Seppo

Boys, Girls, and E-Mail: A Case Study in Finnish Senior Secondary Schools. Research Report 110.
134p. 2mf. L1 ED 369 383

Temple, Charles

The Beginnings of Writing. Third Edition.
283p. 0mf. L3 ED 369 091

Tenney, H. Baird

Marketing & Libraries Do Mix: A Handbook for Libraries and Information Centers.
201p. 3mf. L1 ED 369 395

Thomas, Carmelita Arsena

Gender and the Perception of the Community College President's Leadership.
277p. 0mf. L3 ED 369 431

Thomas, Dale F., Ed.

Communicating on the Job.
95p. 1mf. L1 ED 368 969

Documentation.
55p. 1mf. L1 ED 368 982

Getting the Point: Reading in the Workplace.
69p. 1mf. L1 ED 368 977

Making the Point: Writing in the Workplace.
143p. 2mf. L1 ED 368 983

Presentation Skills.
54p. 1mf. L1 ED 368 972

Reading and Writing Effectively.
164p. 2mf. L1 ED 368 979

Reading and Writing II.
112p. 2mf. L1 ED 368 980

Reading Lab.
57p. 1mf. L1 ED 368 978

Telecommunications in the Workplace.
31p. 1mf. L1 ED 368 975

Burt, Miriam

The Cafeteria Workers' Skills Enhancement Training Program.
Performance Report.
22p. 1mf. L1 ED 368 957

Bushrow, Kathy M.

Overcoming Barriers in the Use of Adaptive and Assistive
Technology in Special Education.
9p. 1mf. L1 ED 369 633

Butera, Gretchen

Classroom Behaviors of Students in Rural Mainstreamed Settings:
A Comparison of Students with Disabilities and Their Normative
Peers.
9p. 1mf. L1 ED 369 605

Butler, E. Dean

The Center for Research in Educational Policy: Development and
Status.
16p. 1mf. L1 ED 369 382

Cahill, Mike

Dipthongization and Underspecification in Konni.
20p. 1mf. L1 ED 369 294

Cahn, Steven M., Ed.

Morality, Responsibility, and the University. Studies in
Academic Ethics.
273p. 0mf. L3 ED 369 326

Campbell, Cathy

Integrating the Curricula: A Collection.
216p. 3mf. L2 ED 369 572

The Multiage Classroom: A Collection.
227p. 3mf. L2 ED 369 574

Fontenot, Robert

The Culture of School Violence.
13p. 1mf. L1 ED 369 730

Forlizzi, Lori A.

Visual Literacy: A Neglected Component. Final Report.
52p. 1mf. L1 ED 368 888

Fraser, Barry J.

Assessing the Climate of Science Laboratory Classes.
13p. 1mf. L1 ED 369 657

Frederiksen, Norman

The Influence of Minimum Competency Tests on Teaching and Learning.
33p. 1mf. L1 ED 369 820

Friedlander, Daniel

GAIN: Basic Education in a Welfare-to-Work Program. California's Greater Avenues for Independence Program.
257p. 3mf. L1 ED 368 915

Fritsch, Eric J.

Prison Education and Offender Behavior: A Review of the Scientific Literature. Prision Education Research Project: Report 1.
25p. 1mf. L1 ED 369 677

Fulford, Nancy

Funding Crisis Forces Action in Michigan. Policy Seminars.
13p. 1mf. L1 ED 369 136

Fullan, Michael G., Ed.

Understanding Teacher Development.
243p. 0mf. L3 ED 369 784

Fullen, Jim, Ed.

OATYC Journal, 1993-94.
98p. 2mf. L1 ED 369 450

Furman, Erna

Toddlers and Their Mothers: Abridged Version for Parents and Educators.
243p. 0mf. L3 ED 369 508

Gage, Susan

Food & Environment. Teaching Global Issues.

A Comparison of the Academic Behaviors of Elementary and Secondary Education Students.
11p. 1mf. L1 ED 369 764

Jones, Don

"Murrayesque" Expressivism: A Deweyan Reconsideration of Contemporary Composition's Dangerous Dichotomies.
13p. 1mf. L1 ED 369 076

Jones, Maralyn, Comp.

Collection Conservation Treatment: A Resource Manual for Program Development and Conservation Technician Training, Including "Report on Training the Trainers: A Conference on Training in Collection Conservation, Berkeley, California, April 28-May 2, 1992."
446p. 5mf. L1 ED 369 398

Jones, Maryann Clementi

Life Stress and Reading Comprehension Test Scores in the Middle School Student.
42p. 1mf. L1 ED 369 057

Jorgensen, Randall

The Use of Control in Non-Randomized Designs.
10p. 1mf. L1 ED 369 815

Joyce, Bruce

Exploring Staff Development Theories: The Ames Study.
32p. 1mf. L1 ED 369 751

Julius, Daniel J., Ed.

Managing the Industrial Labor Relations Process in Higher Education.
373p. 0mf. L3 ED 369 377

Kadushin, Alfred

Child Abuse and Neglect Prevention: A Resource and Planning Guide.
146p. 2mf. L1 ED 368 990

Kahin, Brian, Ed.

Information Infrastructure Sourcebook.
838p. 0mf. L3 ED 369 390

Kardaleff, Patricia Payne

Literature-Based Social Studies: Children's Books & Activities To Enrich the K-5 Curriculum.
149p. 0mf. L3 ED 369 708

Kashef, Ali E.

A Comparison of the Effectiveness between Computer Aided Drafting and the Traditional Drafting Techniques as Methods of Teaching Pictorial and Multiview Drawings.

Sources of Redundancy in Printed English.
9p. 1mf. L1 ED 369 044

McEntee, Arthur, Ed.

Expanding Horizons in Business Education. National Business Education Association Yearbook, No. 32.
185p. 2mf. L2 ED 368 961

McKnight, Deloris

Using Organizational Strategies and Parent-Student-Teacher Involvement To Increase Utilization of an Elementary School Media Center.
77p. 1mf. L1 ED 369 037

McLean, James E.

Educational Funding and Student Achievement: You Be the Judge.
15p. 1mf. L1 ED 369 143

McNutt, Anne S.

Moving Teaching and Learning into the Twenty-first Century through Community-Based Programming.
18p. 1mf. L1 ED 369 439

McQuivey, Camille

Variables Affecting Itinerant Model Service Delivery in Rural Settings.
39p. 1mf. L1 ED 369 609

McWhinnie, Harold

A Study of Sex Differences among Art Students on Spatial Abilities.
15p. 1mf. L1 ED 369 681

McWhinnie, Harold J.

Art & Design Software Development Using IBM Handy (A Personal Experience).
14p. 1mf. L1 ED 369 697

The Development of a Psychological Aesthetic: Jay Hambidge & Charles Henry.
17p. 1mf. L1 ED 369 691

Sir Herbert Read and Art Education History.
14p. 1mf. L1 ED 369 686

The Use of the Computer in the School Art Program.
12p. 1mf. L1 ED 369 689

The Use of Video Disks: Computer Based Analysis of Works of Art.
14p. 1mf. L1 ED 369 687

Mecartney, Crystal A.

Mentoring in the Juvenile Justice System: Findings from Two Pilot Programs.
94p. 1mf. L2 ED 369 024

Speech Acts Used in Business Meetings (And Elsewhere).
18p. 1mf. L1 ED 369 271

Reeves, Carol

Students as Satirists: Encouraging Critique and Comic Release.
14p. 1mf. L1 ED 369 099

Reeves, Nigel

Bilingual Information Processing--Autonomous Learning and Cross-Cultural Negotiating--the European Monetary Union Project at Aston University.
10p. 1mf. L1 ED 369 263

Reginatto, Emilia

Improving Knowledge and Competency of Early Childhood Providers Through an In-Service Multicultural Bilingual Program.
51p. 1mf. L1 ED 369 530

Reiser, Brian J.

Using Informal Knowledge in Formal Domains: Intuitions and Notations Sometimes Clash.
44p. 1mf. L1 ED 369 822

Reissner, Laura A.

A Read Aloud Program That Encourages Parent Participation in Schools.
8p. 1mf. L1 ED 369 596

Rendahl, Stephen

Communication--The Modern Approach to Education.
14p. 1mf. L1 ED 369 108

Renegar, Sandra L.

Writing for Publication: Are Junior Faculty Prepared?
8p. 1mf. L1 ED 369 374

Renfrow, Raylene

Computers in Schools of Southeast Texas in 1994.
16p. 1mf. L1 ED 369 735

Reyhner, Jon

American Indian/Alaska Native Education. Fastback No. 367.
42p. 1mf. L1 ED 369 585

Reynolds, George

Teaching and Storytelling: A "Foxfire" Approach.
8p. 1mf. L1 ED 369 129

Reynolds, Larry J.

A Practical Guide to Effective Site-Based Management.
208p. 0mf. L3 ED 369 140

Community-Based Employment Following Traumatic Brain Injury.
292p. 4mf. L1 ED 369 241

Thompson, James P.

A Study of Some Psychological Correlates of HIV Positive Veterans.
10p. 1mf. L1 ED 369 020

Thorson, Nadine

Variables Affecting Itinerant Model Service Delivery in Rural Settings.
39p. 1mf. L1 ED 369 609

Thousand, Jacqueline S., Ed.

Creativity and Collaborative Learning: A Practical Guide to Empowering Students and Teachers.
432p. 0mf. L3 ED 369 547

Thurlow, Martha L.

Can "All" Ever Really Mean "All" in Defining and Assessing Student Outcomes? Synthesis Report 5.
18p. 1mf. L1 ED 369 226

Implications of Outcomes-Based Education for Children with Disabilities. Synthesis Report 6.
13p. 1mf. L1 ED 369 227

Matching State Goals to a Model of School Completion Outcomes and Indicators. Technical Report 9.
149p. 2mf. L1 ED 369 229

Tibbetts, John

The Adult Learner. Training Packet for a Three-Session Workshop. Study of ABE/ESL Instructor Training Approaches.
133p. 2mf. L1 ED 368 942

Team Learning. Training Packet for a Three-Session Workshop. Study of ABE/ESL Instructor Training Approaches.
132p. 2mf. L1 ED 368 947

Whole Language Approach. Study of ABE/ESL Instructor Training Approaches.
104p. 2mf. L1 ED 368 948

Tice, Natasha Florey

Breaking Barriers: An Asian-American Curriculum Unit.
37p. 1mf. L1 ED 369 861

Todd, Saralee S.

Classroom Strategies for Assessing Limited English Proficient Students in Vocational Programs: A Resource Handbook.
314p. 4mf. L1 ED 368 872

Tompkins, Richard

Inclusive Education for All Students.

Becoming a Teacher: The Contribution of Teacher Education.
45p. 1mf. L1 ED 369 769

Cantrell, Catherine, Ed.

Software Buyer's Guide. 1993 Edition.
74p. 1mf. L1 ED 368 903

Cardenas, Jose A.

A Comprehensive Approach to Gender Equity.
5p. 1mf. L1 ED 369 640

Cardoso, Janaina

Self-Study Centre: Help, Fun, and Interdependence.
6p. 1mf. L1 ED 369 255

Carlson, Helen L.

Improving Teacher Education through International Cooperation and Partnership.
21p. 1mf. L1 ED 369 479

Review of Sweden's National Evaluation Demonstration Project: Early Childhood Teacher Education.
10p. 1mf. L1 ED 369 480

Carney, J. Paige

LAP Reading Program: Every Child a Reader. UKERA Occasional Papers #0006.
45p. 1mf. L1 ED 369 550

Caron, Stephen F.

Problems in Encoding and Retrieval Encountered by Nontraditional Students.
17p. 1mf. L1 ED 368 956

Carr, Sonya C.

Partners for Transition: Preparing Students for the Future.
9p. 1mf. L1 ED 369 611

Carrasquillo, Angela L.

Chinese-American Students: A Review of the Literature.
27p. 1mf. L1 ED 369 682

Carter-Jones, Sheila L.

Differential Predictions in Nonverbal and Verbal Communications for African American Students.
13p. 1mf. L1 ED 369 110

10p. 1mf. L1 ED 369 673

Militarism Versus Development. Teaching Global Issues.
10p. 1mf. L1 ED 369 674

Gaies, Stephen J.

An Approach to the Evaluation of ELT Preparation Programs.
21p. 1mf. L1 ED 369 276

Gambrell, Linda B.

Sociocognitive Conflict in Peer-Led and Teacher-Led Discussions of Literature. Reading Research Report No. 12.
50p. 1mf. L1 ED 369 069

Garcia, Sara S.

The Pervasiveness of the "Psychology of Marginalization": Barriers to Institutional and Personal Development in a Multicultural Education Environment.
9p. 1mf. L1 ED 369 371

Gardner, John

Personal Portable Computers and the Curriculum. Practitioner MiniPaper 13.
63p. 1mf. L2 ED 369 388

Gardner, Philip D.

It's a Hard, Hard, Hard, Hard World!
19p. 1mf. L1 ED 368 997

Gebicke, Mark E.

Military Training. Lessons Learned and Their Implications for the Future. Testimony before the Subcommittee on Military Forces and Personnel, Committee on Armed Services, House of Representatives.
17p. 1mf. L1 ED 368 897

Geddes, LaDonna McMurray

The "WHOOPS! Quotient" and the Wheel of Right Action: Interactive Methods for Teaching Ethics and Values in the Classroom.
25p. 1mf. L1 ED 369 123

Gelsomini, Barbara

Improving the Success of Ethnically Diverse Education Majors in Preparation for Transfer and a Career in Teaching.
54p. 1mf. L1 ED 369 457

23p. 1mf. L1 ED 368 935

Katchen, Johanna E.

Turning the Tables: Choose the Videos, Construct the Course.
20p. 1mf. L1 ED 369 270

Kaufman, Roberta

An Exit Interview: The Culminating Reflective Experience.
8p. 1mf. L1 ED 369 626

Kay, Ann

Literacy on the Cafeteria Line: Evaluation of the Skills Enhancement Training Program.
83p. 1mf. L1 ED 368 933

Keith, Timothy Z.

Special Education Program Standards Study. Commonwealth of Virginia. Final Technical Report.
261p. 3mf. L1 ED 369 207

Kelly, Elinor

Racism in Schools--New Research Evidence.
66p. 0mf. L3 ED 369 872

Kendall, Earline D.

Reform and Early Childhood Education: Making Teacher Preparation Professional and Relevant.
25p. 1mf. L1 ED 369 516

Kenney, Anne

The Digital Preservation Consortium: Mission and Goals.
9p. 1mf. L2 ED 369 413

Kerka, Sandra

Life and Work in a Technological Society. ERIC Digest No. 147.
4p. 1mf. L1 ED 368 892

Kiernan, William

Project REC: Integrated Social and Leisure Recreation Services for Students with Severe Disabilities. Final Report.
251p. 3mf. L1 ED 369 201

Kim, Sonja de Groot

Resource Rooms for Children: An Innovative Curricular Tool. ERIC Digest.
3p. 1mf. L1 ED 369 576

Meier, Jean

Basic Blueprint Reading.
88p. 1mf. L1 ED 368 984

Math Lab.
51p. 1mf. L1 ED 368 985

Math on the Job.
68p. 1mf. L1 ED 368 986

Pre-blueprint Math.
88p. 1mf. L1 ED 368 987

Meikamp, Joyce

Creativity Training--A Practical Teaching Strategy.
7p. 1mf. L1 ED 369 621

Menec, Verena H.

Action Control, Motivation, and Academic Achievement.
17p. 1mf. L1 ED 368 991

Menton, Linda

Hokule'a: A Guide to Educational Resources.
22p. 1mf. L2 ED 369 670

Merrill, Douglas C.

Using Informal Knowledge in Formal Domains: Intuitions and Notations Sometimes Clash.
44p. 1mf. L1 ED 369 822

Mertens, Donna M.

An Analysis of the Integration of the Feminist Perspective in Research Methods Classes: Current Practices.
32p. 1mf. L1 ED 369 344

Meter, Carol, Ed.

Chapter 1 Developer/Demonstration Program Learning To Read through the Arts 1992-93. OREA Report.
66p. 1mf. L1 ED 369 058

Miles, Curtis

Foundations and Contexts of Developmental Education in Higher Education.
70p. 1mf. L1 ED 369 438

Richardson, Donna Castle

Even Start Family Literacy Program Evaluation, Oklahoma City Public Schools, 1992-93.
53p. 1mf. L2 ED 369 512

Ridling, Zaine

The Effects of Three Seating Arrangements on Teachers' Use of Selective Interactive Verbal Behaviors.
26p. 1mf. L1 ED 369 757

Rinne, Risto

Teachers and the Education of the People: Elementary School Teachers and Images of Citizenship in Scandinavia during the 19th and 20th Centuries.
29p. 1mf. L1 ED 369 560

Roberson, Glenda F.

Safe Environments for Our Children: The Home, the School, and the Community.
9p. 1mf. L2 ED 369 515

Roberts, Robbie B.

Nurturance of Infant and Toddler Language: Verbal Interactions in the Home Setting.
18p. 1mf. L1 ED 369 561

Robins, Eve, Ed.

National Resources for Adults with Learning Disabilities.
34p. 1mf. L1 ED 368 899

Robins, Kathleen

Multi-University Consortium for Teacher Training: A Model for Pre-Service Training in Rural Areas.
6p. 1mf. L1 ED 369 615

Rochin, Refugio I.

Middle Class Squeeze. The Tomas Rivera Center Policy Brief.
4p. 1mf. L2 ED 369 846

Rodil, B. R.

The Lumad and Moro of Mindanao. Minority Rights Group International Report 93/2.
37p. 1mf. L2 ED 369 694

Rodriguez, Dalinda

Inclusive Education for All Students.
9p. 1mf. L1 ED 369 619

9p. 1mf. L1 ED 369 619

Tone, Bruce

Theory Meets Practice in Language Arts Assessment. ERIC Digest.
3p. 1mf. L1 ED 369 075

Torkington, Kate

Issues in Early Childhood Development (ECD).
5p. 1mf. L1 ED 369 511

Torres, Sixto E., Ed.

Proceedings of the Clemson Conference on Language and International Trade (Clemson, South Carolina, March 9-11, 1989).
128p. 2mf. L1 ED 369 256

Travaglini, Mark

Experience the Power: Network Technology for Education.
20p. 1mf. L1 ED 369 418

Tregenza, Ann

Community of the Twenty-First Century.
23p. 1mf. L2 ED 369 482

Trickett, Penelope K.

Dissociation and the Development of Psychopathology.
19p. 1mf. L1 ED 369 188

Tucker, Carlton H.

From the Axial Age to the New Age: Religion as a Dynamic of World History.
15p. 1mf. L1 ED 369 717

Turko, Karen

Mass Deacidification Systems: Planning and Managerial Decision Making.
33p. 1mf. L1 ED 369 400

Turner, Keith D.

Overcoming Barriers in the Use of Adaptive and Assistive Technology in Special Education.
9p. 1mf. L1 ED 369 633

Uishi, Pambana

Schools at the Crossroads: Which Way to Educational Excellence?
32p. 1mf. L1 ED 369 162

Ability Grouping

The Challenge of Detracking: A Collection.
296p. 4mf. L2 ED 369 573

The Multiage Classroom: A Collection.
227p. 3mf. L2 ED 369 574

Organizing for Effective Reading Instruction. ERIC Digest.
3p. 1mf. L1 ED 369 034

Realizing Our Nation's Diversity as an Opportunity. Alternatives to Sorting America's Children. Final Report.
37p. 1mf. L1 ED 369 845

Ability Identification

Performance-Based Identification of Culturally Diverse Gifted Students: A Pilot Study.
12p. 1mf. L1 ED 369 249

Abstracts

Resources in Education (RIE). Volume 29, Number 9.
0p. 0mf. L2 ED 368 851

Academic Ability

Student Motivation.
5p. 1mf. L1 ED 369 142

Academic Achievement

Action Control, Motivation, and Academic Achievement.
17p. 1mf. L1 ED 368 991

Annual Report on Student Achievement 1992-93. Publication Number 92.30.
73p. 1mf. L1 ED 369 823

Asian-American Children: What Teachers Should Know. ERIC Digest.
3p. 1mf. L1 ED 369 577

Chapter 1: Creating Opportunities for Success through Replacement Services. Chapter 1 Replacement Class Collaborative Teaming and Intensive Teaching Time. A Model for Student Success in Newark City Schools.
28p. 1mf. L1 ED 369 863

Chapter 1: Creating Opportunities for Success. Strengthening Instruction for At-Risk Students through In-Class Services.
27p. 1mf. L1 ED 369 847

Districtwide Norm-Referenced and Criterion-Referenced Tests Results, 1993: An Exploratory Data Analysis of the Relationship between Achievement and Absenteeism in New Orleans Public Schools.
30p. 1mf. L1 ED 369 819

Educational Funding and Student Achievement: You Be the Judge.
15p. 1mf. L1 ED 369 143

The Effect of Class Size on Achievement and Retention in the Primary Grades: Implications for Policy Makers.
37p. 1mf. L1 ED 369 172

Elementary School Children: Many Change Schools Frequently, Harming Their Education. Report to the Honorable Marcy Kaptur, House of Representatives.
56p. 1mf. L1 ED 369 526

Full-day Versus Half-day Kindergarten: An Experimental Study.
14p. 1mf. L1 ED 369 540

The Future of School Finance.
21p. 1mf. L2 ED 369 132

GAIN: Basic Education in a Welfare-to-Work Program. California's Greater Avenues for Independence Program.
257p. 3mf. L1 ED 368 915

The Influence of Minimum Competency Tests on Teaching and

Alternative Teacher Certification (Continued)

Teacher Education Policy in the States: A 50-State Survey of Legislative and Administrative Actions.
82p. 1mf. L1 ED 369 771

American Indian Culture

Linking Culture and Environment: What Can the Anasazi Tell Us?
27p. 1mf. L1 ED 369 679

American Indian Education

American Indian/Alaska Native Education. Fastback No. 367.
42p. 1mf. L1 ED 369 585

The Legal Framework for Parental Involvement in Indian Education.
12p. 1mf. L2 ED 369 641

Preparing Special Educators for Work in Rural Areas: Two Field-Based Programs That Work.
8p. 1mf. L1 ED 369 612

American Indian History

Linking Culture and Environment: What Can the Anasazi Tell Us?
27p. 1mf. L1 ED 369 679

Ancillary School Services

Community of the Twenty-First Century.
23p. 1mf. L2 ED 369 482

School-Linked Services.
5p. 1mf. L1 ED 369 575

SUCCESS Program Planning/Evaluation Report for 1992-93. Focus on Program Evaluation.
64p. 1mf. L1 ED 369 860

Andragogy

Problems in Encoding and Retrieval Encountered by Non-traditional Students.
17p. 1mf. L1 ED 368 956

Anthologies

Anthology of Inmate Art. Special Demonstration Project.
56p. 1mf. L1 ED 368 873

Applied Linguistics

Notes on Linguistics, 1993.
267p. 3mf. L1 ED 369 295

Apprenticeships

Apprenticeship Reference Guide. Third Edition.
99p. 2mf. L1 ED 368 864

Aptitude Tests

Differential Aptitude Test: A Data Source for Reinforcement of Educational/Occupational Choices for Special Population Enrollees.
18p. 1mf. L1 ED 368 901

Health and Physical Education. Annotated Bibliography of Tests.
27p. 1mf. L1 ED 369 787

Non-Verbal Aptitude. Annotated Bibliography of Tests.
29p. 1mf. L1 ED 369 831

Scholastic Aptitude and Mental/Cognitive Ability. Annotated Bibliography of Tests.
123p. 2mf. L1 ED 369 797

Aptitude Treatment Interaction

Trait Ambiguity and Controllability in Evaluations of Self and

Early Childhood Development: The Challenge and the Opportunity.
17p. 1mf. L1 ED 369 529

Fetal Alcohol Syndrome (FAS), Fetal Alcohol Effects (FAE): Implications For Rural Classrooms.
17p. 1mf. L1 ED 369 602

Guiding Children's Social Development. Second Edition.
547p. 0mf. L3 ED 369 567

Infant Development. Annotated Bibliography of Tests.
59p. 1mf. L1 ED 369 832

A Notebook for Teachers: Making Changes in the Elementary Curriculum. Revised Edition.
83p. 1mf. L1 ED 369 532

Violence and Young Children's Development. ERIC Digest.
3p. 1mf. L1 ED 369 578

Child Development Centers

Child Care for Young Children with Disabilities.
9p. 1mf. L1 ED 369 593

Child Health

An Action Blueprint for Business: Forging New Partnerships To Make a Difference in Maternal and Child Health. Highlights of the Corporate Summit for Children (Washington, D.C., April 29-30, 1992).
69p. 1mf. L2 ED 369 559

Children for Health.
185p. 2mf. L1 ED 369 510

Delayed Primary School Enrollment and Childhood Malnutrition in Ghana. An Economic Analysis.
46p. 1mf. L2 ED 369 571

Directory of Child-to-Child Activities Worldwide.
69p. 1mf. L1 ED 369 549

Early Childhood Development Programs in Latin America: Toward Definition of an Investment Strategy. A View from LATHR, No. 32.
64p. 1mf. L2 ED 369 501

Early Childhood Health Promotion Project (October 1989 - June 1993). Final Report.
235p. 3mf. L1 ED 369 503

Improving Health (Majority Recommendations.) Next Steps for Children and Families. Implementation Guide Series.
85p. 1mf. L1 ED 369 476

The Influence of Lead Exposure and Toxicity to Children's Neurological Development and School Performance.
10p. 1mf. L1 ED 369 630

Safe Environments for Our Children: The Home, the School, and the Community.
9p. 1mf. L2 ED 369 515

West Virginia Kids Count Data Book: 1993 County Profiles of Child Well-Being.
185p. 2mf. L1 ED 369 524

Child Neglect

Child Abuse and Neglect Prevention: A Resource and Planning Guide.
146p. 2mf. L1 ED 368 990

Child Psychology

Causal Attributions for Health and Illness: A Cross-Cultural Contribution.
5p. 1mf. L1 ED 369 018

Causal Attributions for Health and Illness: Some Predictor Variables.

Division of High Schools: Public Law 100.297 (Formerly 89-313): Instructional Support Program, 1992-93. OREA Evaluation Report.
26p. 1mf. L1 ED 369 211

Evaluation of Communication Training Effectiveness in the Workplace: A Case Study.
24p. 1mf. L1 ED 369 120

Problem Solving.
38p. 1mf. L1 ED 368 973

Social Perception and Judgment. Annotated Bibliography of Tests.
36p. 1mf. L1 ED 369 837

Telecommunications in the Workplace.
31p. 1mf. L1 ED 368 975

Time Management.
47p. 1mf. L1 ED 368 976

Communicative Competence (Languages)

The Role of Cohesion in Communicative Competence as Exemplified in Oral Proficiency Testing.
21p. 1mf. L1 ED 369 258

Community Action

In First Person Plural: Growing Up with a Disadvantaged Community.
116p. 2mf. L1 ED 369 492

Community Characteristics

Response to Child Care Needs: The Valley Community 1993 Annual Report.
7p. 1mf. L1 ED 369 527

Community Colleges

The Bachelor's for Tenure: Analysis and Options. Fourth Draft.
26p. 1mf. L1 ED 369 422

The Case for National Student Leadership on Community College Issues.
4p. 1mf. L1 ED 369 459

The Contradictory College: The Conflicting Origins, Impacts, and Futures of the Community College.
365p. 0mf. L3 ED 369 461

A Framework for Fundamental Change in the Community College: Creating a Culture of Responsiveness.
34p. 1mf. L1 ED 369 432

GAIN in the Community Colleges: A Report on the 1992-93 Survey on GAIN Participants and Funding.
21p. 1mf. L1 ED 369 465

Gender and the Perception of the Community College President's Leadership.
277p. 0mf. L3 ED 369 431

National Tech Prep Demonstration Center Annual Performance Report.
82p. 1mf. L1 ED 369 430

The Teaching Learning Enterprise: Miami-Dade Community College's Blueprint for Change.
200p. 0mf. L3 ED 369 454

Community Coordination

Moving Teaching and Learning into the Twenty-first Century through Community-Based Programming.
18p. 1mf. L1 ED 369 439

Community Development

A Community Development Approach to Early Childhood Educare

Orientations of State Administrators toward Cultural Diversity in Public Agencies: An Empirical Study.
31p. 1mf. L1 ED 369 349

Performance-Based Identification of Culturally Diverse Gifted Students: A Pilot Study.
12p. 1mf. L1 ED 369 249

Using Faculty Peers To Improve Instruction in Diversified College Classrooms.
20p. 1mf. L1 ED 369 733

Cultural Education

African American Studies Programs.
36p. 1mf. L1 ED 369 864

The Contribution of Education to Cultural Development.
26p. 1mf. L1 ED 369 699

From the Axial Age to the New Age: Religion as a Dynamic of World History.
15p. 1mf. L1 ED 369 717

Cultural Enrichment

The Contribution of Education to Cultural Development.
26p. 1mf. L1 ED 369 699

Intellect and Public Life: Essays on the Social History of Academic Intellectuals in the United States.
179p. 0mf. L3 ED 369 318

New Cultural Dimensions and New Educational Approaches: Problems and Perspectives.
11p. 1mf. L1 ED 369 698

Cultural Images

To Live in a Multicultural World.
65p. 0mf. L3 ED 369 668

Cultural Influences

The Contribution of Education to Cultural Development.
26p. 1mf. L1 ED 369 699

Multicultural Issues in the Education of Students with Behavioral Disorders.
291p. 0mf. L3 ED 369 195

New Cultural Dimensions and New Educational Approaches: Problems and Perspectives.
11p. 1mf. L1 ED 369 698

Reconstructing Correctional Education on the Basis of New Critical Realities. Implications for Teachers, Administrators, and Policymakers.
38p. 1mf. L1 ED 368 931

Cultural Pluralism

Influsing Multicultural Education into Today's Schools. An Annotated Bibliography To Accompany a Special Topical Collection of ERIC Microfiche Intended for Teachers, Administrators, and Librarians.
65p. 1mf. L1 ED 369 703

The Kurdish Child in America: A Handbook for Educators.
37p. 1mf. L2 ED 369 268

Multiculturalism: Implications for Outdoor and Conservation Educators.
39p. 1mf. L1 ED 369 584

The Pervasiveness of the "Psychology of Marginalization": Barriers to Institutional and Personal Development in a Multicultural Education Environment.
9p. 1mf. L1 ED 369 371

Adolescent Clients of Washington State's Division of Alcohol and Substance Abuse Services: A Descriptive Study.
139p. 2mf. L1 ED 369 025

At-Risk Students: Portraits, Policies, Programs, and Practices.
440p. 0mf. L3 ED 369 849

Chapter 2 Formula. 1992-93 Final Report.
52p. 1mf. L1 ED 369 184

Evening the Odds: Taking Action for Kentucky's African American Children and Their Families.
77p. 1mf. L1 ED 369 848

Preventing Language Disadvantage in the Child during the Process of Language Acquisition.
9p. 1mf. L1 ED 369 260

School-To-Work: Opportunity or Barrier? ASPIRA Issue Brief.
9p. 1mf. L2 ED 369 852

Special Strategies for Educating Disadvantaged Children. Urban and Suburban/Rural. First Year Report.
343p. 4mf. L1 ED 369 854

Discipline

Classroom Management for Elementary Teachers. Third Edition.
226p. 0mf. L3 ED 369 782

Classroom Management for Secondary Teachers. Third Edition.
212p. 0mf. L3 ED 369 781

Teaching Children to Care: Management in the Responsive Classroom.
306p. 4mf. L1 ED 369 531

Violence in Schools: An Overview. CRS Report for Congress.
12p. 1mf. L1 ED 369 159

Discipline Policy

Utah's Best Project: Behavioral and Educational Strategies for Teachers. Technical Assistance Manuals, Edited Versions.
154p. 2mf. L1 ED 369 760

Discipline Problems

The Culture of School Violence.
13p. 1mf. L1 ED 369 730

Disclosure

Protecting Privacy in Computerized Medical Information.
168p. 2mf. L1 ED 369 416

Discourse Analysis

Getting Started: Second Language Development in K-1 French Immersion.
62p. 1mf. L1 ED 369 262

Power, Patriarchy, and Punishment in Shakespeare's "Othello."
11p. 1mf. L1 ED 369 095

Discovery Learning

Exploratory Programing in Georgia's Middle Schools.
9p. 1mf. L1 ED 369 538

Discovery Processes

Educators Look to the Poets and Artists: The Importance of Creative Visioning in Education.
15p. 1mf. L1 ED 369 688

Discussion (Teaching Technique)

Sociocognitive Conflict in Peer-Led and Teacher-Led Discussions of Literature. Reading Research Report No. 12.

The History of Education in North Carolina.
29p. 1mf. L1 ED 369 713

The Legal Framework for Parental Involvement in Indian Education.
12p. 1mf. L2 ED 369 641

Educational Media

Electronic Photography and Its Impact on Instructional Media and Photo Education.
8p. 1mf. L1 ED 369 411

Introduction to SmartBooks. Report 23-93.
25p. 1mf. L1 ED 369 402

Educational Methods

Implications of Outcomes-Based Education for Children with Disabilities. Synthesis Report 6.
13p. 1mf. L1 ED 369 227

Inclusive Early Childhood Education: A Model Classroom.
189p. 0mf. L3 ED 369 214

Programming for Adolescents with Behavioral Disorders, Vol. 4.
143p. 2mf. L2 ED 369 191

Educational Mobility

The Mobility Strategies of Successful Hispanic High School Students.
14p. 1mf. L1 ED 369 862

Educational Needs

Access and the Special Needs Student. Looking at Literacy Provision.
7p. 1mf. L1 ED 368 852

Assessing Engineering Education in Sub-Saharan Africa. World Bank Technical Paper Number 197, Africa Technical Department Series.
210p. 3mf. L2 ED 369 364

Funding Vocational Education. A Study To Enhance Employability Standards of Students in New Mexico.
133p. 2mf. L1 ED 368 962

Handbook of Adult Literacy Issues for Community Members.
30p. 1mf. L1 ED 368 893

Learning To Live in Harmony and Diversity: Focus on Human Rights Education.
62p. 1mf. L1 ED 368 964

Life and Work in a Technological Society. ERIC Digest No. 147.
4p. 1mf. L1 ED 368 892

The Place of the Humanities in Continuing Higher Education. ERIC Digest No. 145.
4p. 1mf. L1 ED 368 890

Planning a TEFL Education Program: Policies, Perspectives and Promise.
27p. 1mf. L1 ED 369 281

Special Education Administrator Training: Meeting Market Needs through Collaboration in Northern New England.
7p. 1mf. L1 ED 369 624

Tomorrow's Needs; Today's Challenges. Annual Aviation Education Forum (1st, Washington, D.C., June 18, 1993). Edited Proceedings.
32p. 1mf. L1 ED 368 868

Topics for Lehigh County Seniors.
77p. 1mf. L1 ED 368 886

Women's Job Training Agenda.
34p. 1mf. L1 ED 368 858

Working and Learning Together. European Initiatives with Older People. A Report of the Annual Conference of the Association for

The New York City Adult Literacy Initiative. Final Report, 1991-92.
42p. 1mf. L1 ED 369 304

Planning a TEFL Education Program: Policies, Perspectives and Promise.
27p. 1mf. L1 ED 369 281

Planning for Instruction. Training Packet for a Two-Session Workshop. Study of ABE/ESL Instructor Training Approaches.
102p. 2mf. L1 ED 368 946

Prewriting Activities: Focus on the Process of Writing.
9p. 1mf. L1 ED 369 257

"Process vs. Product" in Language Teacher Education - Shifting the Focus of Course Design.
19p. 1mf. L1 ED 369 283

The Role of Cohesion in Communicative Competence as Exemplified in Oral Proficiency Testing.
21p. 1mf. L1 ED 369 258

Special Issues Analysis Center Annual Report: Year One. Volumes I-V.
894p. 10mf. L1 ED 369 254

Teachers as Trainers.
28p. 1mf. L1 ED 369 278

Teachers Perceptions of and Strategies with Lexical Anomalies.
28p. 1mf. L1 ED 369 259

Team Learning. Training Packet for a Three-Session Workshop. Study of ABE/ESL Instructor Training Approaches.
132p. 2mf. L1 ED 368 947

Towards ESP Programmes in Technical and Vocational Institutions in Malaysia.
14p. 1mf. L1 ED 369 286

Turning the Tables: Choose the Videos, Construct the Course.
20p. 1mf. L1 ED 369 270

Two-Way Bilingual Programs in the United States. 1993-1994 Supplement.
96p. 1mf. L1 ED 369 265

Using Feedback and Reflection as Tools in Bridging the Theory-Practice Link in Language Teacher Training at the Primary Level.
17p. 1mf. L1 ED 369 282

Volunteers and Teachers in the Classroom. Training Packet for a Two-Session Workshop. Study of ABE/ESL Instructor Training Approaches.
75p. 1mf. L1 ED 368 949

Whole Language Approach. Study of ABE/ESL Instructor Training Approaches.
104p. 2mf. L1 ED 368 948

English Curriculum

Differential Predictions in Nonverbal and Verbal Communications for African American Students.
13p. 1mf. L1 ED 369 110

Structure and Sequence in Curricula for English Majors.
12p. 1mf. L1 ED 369 106

English Departments

Composition and Rhetoric: A Natural Alliance.
10p. 1mf. L1 ED 369 080

English for Academic Purposes

Sustained Silent Reading in University Courses in EFL for Academic Purposes.
27p. 1mf. L1 ED 369 264

English for Special Purposes

Financial Problems

Access and Affordability: Strategic Financial Perspectives for Independent Schools.
159p. 2mf. L2 ED 369 145

Financial Support

All Children Can Learn: Chile's 900 Schools Programme for the Underprivileged. Education for All: Making It Work.
34p. 1mf. L1 ED 369 535

Child Care Project. Annual Report.
41p. 1mf. L1 ED 369 487

Educational Funding and Student Achievement: You Be the Judge.
15p. 1mf. L1 ED 369 143

Funding Crisis Forces Action in Michigan. Policy Seminars.
13p. 1mf. L1 ED 369 136

George Peabody's (1795-1869) Educational Legacy.
9p. 1mf. L1 ED 369 720

An Integrated Children's Mental Health System: Coordinating the Needs of Children with Multiple Problems: Children's Integrated Fund Task Force Report to the Minnesota Legislature..
122p. 2mf. L1 ED 369 223

The South Carolina Program for Library Development 1993-1996 under the Library Services and Construction Act (P.L. 101-254, FY 1994).
65p. 1mf. L1 ED 369 397

Fine Arts

Art, Music, and Design. Financial Assistance for Study after Standard 10.
41p. 1mf. L1 ED 369 333

First Aid

First Aid: Helping Yourself, Helping Others. Student Workbook. Health Promotion for Adult Literacy Students: An Empowering Approach.
65p. 1mf. L1 ED 368 951

S.T.A.R. Junior First Aid. An Easy-To-Read Manual for Children and Adults. Revised Edition.
44p. 0mf. L3 ED 369 777

Starting Solids: A Guide for Parents and Child Care Providers.
6p. 1mf. L1 ED 369 491

Folk Culture

Passing It On--Folk Artists and Education in Cumberland County, New Jersey.
202p. 3mf. L1 ED 369 671

Followup Studies

Five Years after Graduation: A Follow-Up Study of 1988-89 Graduates/Certificate Holders.
22p. 1mf. L1 ED 369 467

Follow-Up Survey, Graduates of 1992-93.
39p. 1mf. L1 ED 369 471

Grad 1, 3, and 5: A Longitudinal Comparison of Graduate Follow-Up Studies.
46p. 1mf. L1 ED 369 470

Three Years after Graduation: Survey of 1990-91 Graduates and Certificate Holders.
20p. 1mf. L1 ED 369 469

Food

Starting Solids: A Guide for Parents and Child Care Providers.
6p. 1mf. L1 ED 369 491

Hospitality Occupations

Catering Education and Training in France. A Comparative Study. Occasional Paper Number 8.
59p. 1mf. L2 ED 368 963

Hospitals

Health Occupations Extended Campus Program.
49p. 1mf. L1 ED 369 648

Human Geography

The Lumad and Moro of Mindanao. Minority Rights Group International Report 93/2.
37p. 1mf. L2 ED 369 694

Humanities

Academic Alliances, You Can Do It Too.
7p. 1mf. L1 ED 369 588

The Place of the Humanities in Continuing Higher Education. ERIC Digest No. 145.
4p. 1mf. L1 ED 368 890

Humor

Strategic Humor in Leadership: Practical Suggestions for Appropriate Use.
34p. 1mf. L1 ED 369 107

Hunger

Children's Nutrition and Learning. ERIC Digest.
3p. 1mf. L1 ED 369 579

Hyperactivity

Hyperactive or Activity Hyper: Intervention for the Child with Attention Problems.
7p. 1mf. L1 ED 369 196

Hypermedia

Introduction to SmartBooks. Report 23-93.
25p. 1mf. L1 ED 369 402

The Pedagogy of Hypertext.
14p. 1mf. L1 ED 369 126

Idioms

Teachers Perceptions of and Strategies with Lexical Anomalies.
28p. 1mf. L1 ED 369 259

Imagination

Encouraging Symbolic Play in Young Children: A Guide for Developing Creative and Imaginative Experiences.
63p. 1mf. L1 ED 369 551

Ideal Ends: John Dewey's Later Vision for Education.
32p. 1mf. L1 ED 369 755

Immersion Programs

Getting Started: Second Language Development in K-1 French Immersion.
62p. 1mf. L1 ED 369 262

Immigrants

Building Positive Relationships on the Border with Parents of Special Students: Effective Practices for the I.E.P.
6p. 1mf. L1 ED 369 627

California's Changing Faces: New Immigrant Survival Strategies and State Policy. A Policy Research Program Report.

Multicultural Issues in the Education of Students with Behavioral Disorders.
291p. 0mf. L3 ED 369 195

Preventing Adolescent Drug Involvement, School Dropout and Emotional Distress.
30p. 1mf. L1 ED 368 992

Programming for Adolescents with Behavioral Disorders, Vol. 4.
143p. 2mf. L2 ED 369 191

Programming for Adolescents with Behavioral Disorders, Vol. 5.
183p. 2mf. L2 ED 369 192

Interviews

Philosophy, Rhetoric, Literacy Criticism: (Inter)views.
260p. 0mf. L3 ED 369 089

Introductory Courses

Curricular Changes, Communication Skills, and Cultural Diversity: The Next Generation.
22p. 1mf. L1 ED 369 125

Differences between Algorithmic and Conceptual Problem Solving by Nonscience Majors in Introductory Chemistry.
31p. 1mf. L1 ED 369 649

Gender at the Base of World History.
14p. 1mf. L1 ED 369 678

Textbooks as Canon: The Relationship between Introductory Textbooks and Scholarly Discourse.
11p. 1mf. L1 ED 369 124

Italian

Italian - Foreign Language. Annotated Bibliography of Tests.
10p. 1mf. L1 ED 369 791

Item Banks

Item Pools. Annotated Bibliography of Tests.
54p. 1mf. L1 ED 369 806

Itinerant Teachers

Variables Affecting Itinerant Model Service Delivery in Rural Settings.
39p. 1mf. L1 ED 369 609

Job Analysis

Analysis of College Science Education Position Announcements.
9p. 1mf. L1 ED 369 650

The Meridian Partnership: A Model Workplace Literacy Project and Development Unit. Internal Evaluation Report, Final Report.
67p. 1mf. L1 ED 369 429

Job Applicants

Teacher Shortages and Surpluses in New York State: Perceptions of Rural Teaching Candidates and Administrators.
53p. 1mf. L1 ED 369 643

Job Development

The Impact of Restructuring on the Secretarial Profession. A Survey of Office Professionals.
27p. 1mf. L1 ED 368 900

Job Satisfaction

It's a Hard, Hard, Hard, Hard World!
19p. 1mf. L1 ED 368 997

Job Skills

Literacy Education

Access and the Special Needs Student. Looking at Literacy Provision.	7p.	1mf.	L1	ED 368 852
Adult Literacy: Issues for Policy and Practice.	182p.	0mf.	L3	ED 368 855
Assessing the Need, Acceptability, and Available Resources for Adult Literacy Staff Development through Distance Education in Rural Pennsylvania and Recommended Models To Meet the Needs.	97p.	2mf.	L1	ED 368 874
Basic Blueprint Reading.	88p.	1mf.	L1	ED 368 984
Basic Skills in the Workplace: Practical Guide for Development & Implementation.	275p.	3mf.	L1	ED 368 911
Business Writing.	142p.	2mf.	L1	ED 368 981
By Women/For Women: A Beginning Dialogue on Women and Literacy in the United States.	17p.	1mf.	L1	ED 368 863
The Cafeteria Workers' Skills Enhancement Training Program. Performance Report.	22p.	1mf.	L1	ED 368 957
Communicating on the Job.	95p.	1mf.	L1	ED 368 969
A Cooperative Family Literacy Project. Special Demonstration Project.	15p.	1mf.	L1	ED 368 875
Core Curriculum. A Workplace Specific Curriculum.	183p.	2mf.	L1	ED 368 902
Creating a Professional Workforce in Adult ESL Literacy. ERIC Digest.	4p.	1mf.	L1	ED 369 308
Documentation.	55p.	1mf.	L1	ED 368 982
English as a Second Language. Level 1.	156p.	2mf.	L1	ED 368 970
English as a Second Language. Level 2.	143p.	2mf.	L1	ED 368 971
English as a Second Language: Implementing Effective Adult Education Programs.	50p.	1mf.	L1	ED 369 303
English Literacy for LEP Students. Annotated Bibliography, Task 6.	85p.	1mf.	L1	ED 369 301
Even Start Family Literacy Program Evaluation, Oklahoma City Public Schools, 1992-93.	53p.	1mf.	L2	ED 369 512
Exercise: Benefits for Body and Mind. Student Workbook. Health Promotion for Adult Literacy Students: An Empowering Approach.	39p.	1mf.	L1	ED 368 950
Exploring the Past. "A Senior Literacy Model." Final Report.	74p.	1mf.	L1	ED 368 876
Family Literacy for Parents in Bridge Housing.	30p.	1mf.	L1	ED 368 877
Family Literacy. Information Forum Publication #5.	12p.	1mf.	L1	ED 369 394
First Aid: Helping Yourself, Helping Others. Student Workbook. Health Promotion for Adult Literacy Students: An Empowering Approach.	65p.	1mf.	L1	ED 368 951
Getting the Point: Reading in the Workplace.	69p.	1mf.	L1	ED 368 977

National Organizations

National Resources for Adults with Learning Disabilities.
34p. 1mf. L1 ED 368 899
What Is Inclusion, Anyway? An Analysis of Organizational Position Statements.
22p. 1mf. L1 ED 369 234
National Programs

Goals 2000: Educate America Act. Conference Report To Accompany H.R. 1804, House of Representatives, 103d Congress, 2d Session.
232p. 3mf. L1 ED 369 149
National Resources for Adults with Learning Disabilities.
34p. 1mf. L1 ED 368 899
Natural Resources

Environment. Development. How Can Societies Develop To Meet Basic Needs and Nurture Economies without Undermining the Natural Resources and Environmental Integrity on Which They Depend? Teaching Global Issues.
10p. 1mf. L1 ED 369 675
Linking Culture and Environment: What Can the Anasazi Tell Us?
27p. 1mf. L1 ED 369 679
Navajo (Nation)

Preparing Special Educators for Work in Rural Areas: Two Field-Based Programs That Work.
8p. 1mf. L1 ED 369 612
Need Analysis (Student Financial Aid)

The Effects of Higher Loan Limits and Need Analysis Changes on FFELP Borrowing in Pennsylvania, July to December 1992 to 1993.
27p. 1mf. L1 ED 369 368
Needs

Building a System To Connect School and Employment.
82p. 1mf. L2 ED 368 938
Needs Assessment

Assessing Engineering Education in Sub-Saharan Africa. World Bank Technical Paper Number 197, Africa Technical Department Series.
210p. 3mf. L2 ED 369 364
Assessing the Need, Acceptability, and Available Resources for Adult Literacy Staff Development through Distance Education in Rural Pennsylvania and Recommended Models To Meet the Needs.
97p. 2mf. L1 ED 368 874
Counseling Service Intakes and Brief Treatment: From Assessment to Outcome.
9p. 1mf. L1 ED 369 009
The Development and Implementation of a Training Module To Increase the Awareness of Assistive Technology.
79p. 1mf. L1 ED 369 770
Educational Plant Survey, The Florida State University, March 15-19, 1993.
161p. 2mf. L1 ED 369 317
International Students and American Academic Libraries: An Empowering Relation.
26p. 1mf. L1 ED 369 403
Malaysia's First Day Care Center for Children with Disabilities: Future Needs in Research in Early Intervention.
24p. 1mf. L1 ED 369 189
Staffing Systems of Care for Children and Families: A Report of the Southern Human Resource Development Consortium for Mental

Personnel Evaluation

An Examination of Standardized Evaluation Forms Used in Public Libraries To Evaluate Professional Librarians.
39p. 1mf. L1 ED 369 417

Personnel Management

Teacher Induction in Rural and Small School Districts.
7p. 1mf. L1 ED 369 589

Personnel Needs

The ACCK Preservice Early Intervention Project. Final Report.
156p. 2mf. L1 ED 369 199

The School Administrator Supply and Demand Report.
56p. 1mf. L1 ED 369 164

Staffing Systems of Care for Children and Families: A Report of the Southern Human Resource Development Consortium for Mental Health on Workforce Issues Related to Community-Based Service Delivery for Children and Adolescents with Serious Emotional Disturbance/Mental Illness and Their Families.
171p. 2mf. L1 ED 369 210

Personnel Policy

State University of New York Stony Brook University Hospital: Selected Expenditure Controls. Report 92-S-66.
26p. 1mf. L1 ED 369 360

Personnel Selection

Education and Welfare Reform: The Story of a Second Chance School. Fastback 355.
43p. 1mf. L1 ED 368 895

Persuasive Discourse

Coaching the "Critters."
18p. 1mf. L1 ED 369 118

Making Routine Letters Have Positive Effects.
12p. 1mf. L1 ED 369 081

Presentation Skills.
54p. 1mf. L1 ED 368 972

Theories of Cognitive Development and the Teaching of Argumentation in First-Year Composition.
15p. 1mf. L1 ED 369 094

Philanthropic Foundations

George Peabody's (1795-1869) Educational Legacy.
9p. 1mf. L1 ED 369 720

Linking High Quality Teacher Preparation to Fundamental School Reform: The Philanthropic Role. A Report on a Consultation Sponsored by the BellSouth Foundation (Memphis, Tennessee, April 21, 1993).
32p. 1mf. L1 ED 369 750

Philosophy

Kantian Model of Moral Development.
17p. 1mf. L1 ED 369 813

Phonemics

The Acquisition of Clicks by Non-Mother-Tongue Speakers.
18p. 1mf. L1 ED 369 285

Phonetics

Dipthongization and Underspecification in Konni.
20p. 1mf. L1 ED 369 294

Phonology

State Incentive Grant District 75/Citywide Special Education. Staff Development Program (SIG) 1992-93. OREA Report.
51p. 1mf. L1 ED 369 194

State Incentive Grant High School/State Incentive Grant. Staff Development Program (SIG) 1992-93. OREA Report.
53p. 1mf. L1 ED 369 193

To Retain or Not? There Is No Question.
26p. 1mf. L1 ED 369 177

Verifying Applied Literacy Skills (VALS) in ABE Programs.
90p. 1mf. L1 ED 368 887

Program Evaluation

Alternative Certification in Special Education: A Qualitative Study of Two Models.
9p. 1mf. L1 ED 369 603

An Approach to the Evaluation of ELT Preparation Programs.
21p. 1mf. L1 ED 369 276

Changing Perspectives: Youth as Resources.
87p. 1mf. L1 ED 369 842

Compendium of Program Facts and Executive Summaries. 1990-91 Evaluation Reports.
138p. 2mf. L1 ED 369 853

Conference Program Analysis. Technology Education Division.
6p. 1mf. L1 ED 368 934

Curriculum and Program Evaluation. Annotated Bibliography of Tests.
67p. 1mf. L1 ED 369 803

Don't Kill the Messenger! Conducting Program Evaluation and Facilitating Change through Negotiated Evaluation.
9p. 1mf. L1 ED 369 622

Early Childhood Education Program Evaluation 1992-1993.
58p. 1mf. L1 ED 369 546

Edith Bowen Laboratory School Evaluation Committee Report Submitted to the 1994 Utah State Legislature.
42p. 1mf. L1 ED 369 762

Evaluating An Educational Leadership Doctoral Program: Results of a Focus Group Simulation for Educational Leadership Doctoral Students.
22p. 1mf. L1 ED 369 363

A Forum To Examine Policy and Practice Issues Surrounding the Annual Evaluation of Program Effectiveness (Alexandria, Virginia, August 2-3, 1993). Project FORUM.
44p. 1mf. L1 ED 369 246

New Horizons Program Planning/Evaluation Report for 1992-93. Focus on Program Evaluation.
53p. 1mf. L1 ED 369 855

Procedures for the Evaluation of Teacher Education Programs.
33p. 1mf. L1 ED 369 763

Professional Development for Technology Education: Results of a National Study.
40p. 1mf. L1 ED 368 937

Program Evaluation Models for Science Education: A Synthesis of Literature Sources.
16p. 1mf. L1 ED 369 653

Review of Sweden's National Evaluation Demonstration Project: Early Childhood Teacher Education.
10p. 1mf. L1 ED 369 480

Saskatchewan Institute of Applied Science and Technology Program Review Policy and Procedures. Revised Edition.
34p. 1mf. L1 ED 368 867

The Status of Social Studies in Louisiana Schools.
64p. 1mf. L1 ED 369 710

Remedial Reading (Continued)

Computerized Reading Instruction for Remediating Deficiencies of Slow Learners: Our Forgotten At-Risk Elementary Students.
54p. 1mf. L1 ED 369 040

Improving the Reading Skills of Ninth Grade Underachievers by Instilling a Desire To Read.
88p. 1mf. L2 ED 369 038

Required Courses

An Integrated, Cooperative Learning Oriented Freshman Civil Engineering Course: Computer Analysis in Civil Engineering.
11p. 1mf. L1 ED 369 313

Research

Research and Intervention. Preventing Substance Abuse in Higher Education.
129p. 2mf. L1 ED 369 345

Research Administration

State University of New York Research Foundation: Controls over Direct Costs. Report 93-S-64.
19p. 1mf. L1 ED 369 359

Research and Development

Science & Engineering Indicators--1993.
673p. 8mf. L1 ED 369 652

Research and Development Centers

The Center for Research in Educational Policy: Development and Status.
16p. 1mf. L1 ED 369 382

Research Design

Return Address Study Report.
11p. 1mf. L1 ED 369 468

Research Methodology

Adult Education Research Annual Conference (AERC) Proceedings (34th, University Park, Pennsylvania, May 1993).
377p. 4mf. L1 ED 368 967

An Analysis of the Integration of the Feminist Perspective in Research Methods Classes: Current Practices.
32p. 1mf. L1 ED 369 344

Self-Directed Learning Dissertation Abstracts 1966-1991.
326p. 0mf. L3 ED 368 919

The Use of Control in Non-Randomized Designs.
10p. 1mf. L1 ED 369 815

Research Problems

Impacts of Cross-Cultural Mass Media in Iceland, Northern Minnesota, and Francophone Canada in Retrospect.
15p. 1mf. L1 ED 369 111

Research Projects

Special Issues Analysis Center Annual Report: Year One. Volumes I-V.
894p. 10mf. L1 ED 369 254

Residential Programs

Assistance with Integrity: The Search for Accountability and the Lives of People with Developmental Disabilities.
54p. 1mf. L1 ED 369 219

Resistance to Change

Second Language Programs

Bilingual Information Processing--Autonomous Learning and Cross-Cultural Negotiating--the European Monetary Union Project at Aston University.
10p. 1mf. L1 ED 369 263

English as a Second Language (ESL) in Alberta Schools. Parent Handbook.
43p. 1mf. L1 ED 369 273

Getting Started: Second Language Development in K-1 French Immersion.
62p. 1mf. L1 ED 369 262

Human Resources Development in the Management of English Language Programs: An Introduction for Teachers.
17p. 1mf. L1 ED 369 277

Second Languages

Contact inter-ethnique et communication: processus et consequences (Inter-Ethnic Contact and Communication: Process and Results).
76p. 1mf. L1 ED 369 296

Linking Foreign Language to Occupational Education in a Rural High School: Foreign Language with Criminal Justice and Travel & Tourism.
8p. 1mf. L1 ED 369 644

Secondary School Curriculum

Preventing Adolescent Drug Involvement, School Dropout and Emotional Distress.
30p. 1mf. L1 ED 368 992

Secondary School Students

A Study To Explore the Inter-Relationships among Factors Affecting Substance Abuse of Secondary School Students.
29p. 1mf. L1 ED 369 010

Secondary School Teachers

Assessing the Implementation of a State Wide Competency-Based Student Tracking System in Business Education.
22p. 1mf. L1 ED 369 818

Classroom Management for Secondary Teachers. Third Edition.
212p. 0mf. L3 ED 369 781

Demonstrated Competency and Subject-Specific Endorsement Guidelines.
54p. 1mf. L1 ED 369 758

Evaluation of Utah Career Ladder Programs.
160p. 2mf. L1 ED 369 761

Teachers as Trainers.
28p. 1mf. L1 ED 369 278

Secretaries

The Impact of Restructuring on the Secretarial Profession. A Survey of Office Professionals.
27p. 1mf. L1 ED 368 900

Security Personnel

Safer Schools Program Assessment Report.
75p. 1mf. L1 ED 369 148

Selection

A Love/Hate Relationship: Dissertation Topic to Doctoral Committee.
11p. 1mf. L1 ED 369 319

Self Actualization

Standards

Community Access Survey. Project REC.
14p. 1mf. L1 ED 369 206

Consulting with Your SPRE. Establishing Review Standards.
62p. 1mf. L1 ED 369 351

Model Standards for Beginning Teacher Licensing and Development: A Resource for State Dialogue. Draft for Comments.
44p. 1mf. L1 ED 369 767

Systems and Procedures of Certification of Qualifications in the United Kingdom. National Report. 3rd Edition. CEDEFOP Panorama.
55p. 1mf. L1 ED 368 869

State Agencies

AIDS Administration Public and Professional Education and Training Programs. 1992 Annual Report to the Governor and General Assembly of Maryland.
49p. 1mf. L1 ED 369 739

Consulting with Your SPRE. Establishing Review Standards.
62p. 1mf. L1 ED 369 351

Service-Learning Reflections: Update of Service-Learning in Pennsylvania.
28p. 1mf. L1 ED 368 910

State Aid

Embedding Participation in Educational Finance Strategy: New Representations.
12p. 1mf. L1 ED 369 130

Funding Methods for Public Higher Education in the SREB States.
109p. 2mf. L1 ED 369 367

The Postsecondary Enrollment Options Program: A Research Report.
84p. 1mf. L1 ED 369 312

A Primer to the Outstanding Schools Act.
25p. 1mf. L1 ED 369 165

State Boards of Education

State Education Governance Structures.
124p. 2mf. L1 ED 369 167

State Church Separation

Why the Religious Right Is Wrong about Separation of Church and State.
255p. 3mf. L1 ED 369 168

State Departments of Education

Administrative Flexibility Granted to the University of Hawaii and the Department of Education. Final Report to the Governor and the Legislative of the State of Hawaii.
32p. 1mf. L1 ED 369 166

Implementation of the Louisiana ADD Law.
41p. 1mf. L1 ED 369 197

State Government

State Education Governance Structures.
124p. 2mf. L1 ED 369 167

State History

Hokule'a: A Guide to Educational Resources.
22p. 1mf. L2 ED 369 670

State Legislation

A Primer to the Outstanding Schools Act.
25p. 1mf. L1 ED 369 165

School Responses to State-Level Restructuring Legislation.

Student Teaching (Continued)

Relationships among Economic Diversity and Context of Student Teaching Placements and Educational Attitudes and Performance of Pre-Service Teachers.
19p. 1mf. L1 ED 369 754

Student Welfare

Preventing Youth Violence and Aggression and Promoting Safety in Schools.
27p. 1mf. L1 ED 368 989

Student Writing Models

Process and Social Aspects of Writing: Theory and Classroom Application.
19p. 1mf. L1 ED 369 288

Study Guides

Going to War? Bosnia and Beyond. A Study Circle Discussion Program.
44p. 1mf. L1 ED 369 669

Study Habits

A Comparison of the Academic Behaviors of Elementary and Secondary Education Students.
11p. 1mf. L1 ED 369 764

Study Skills

A Comparison of the Academic Behaviors of Elementary and Secondary Education Students.
11p. 1mf. L1 ED 369 764

Substance Abuse

Prenatal Exposure to Drugs/Alcohol: Characteristics and Educational Implications of Fetal Alcohol Syndrome and Cocaine/Polydrug Effects.
126p. 0mf. L3 ED 369 238

Research and Intervention. Preventing Substance Abuse in Higher Education.
129p. 2mf. L1 ED 369 345

A Study To Explore the Inter-Relationships among Factors Affecting Substance Abuse of Secondary School Students.
29p. 1mf. L1 ED 369 010

Texas School Survey of Substance Abuse: Grade 4-6, 1990.
29p. 1mf. L1 ED 369 031

Suicide

Synopsis of a Descriptive Study of School-Based Adolescent Suicide Prevention/Intervention Programs: Program Components and the Role of the School Counselor.
25p. 1mf. L2 ED 369 017

Voices in Suicide. The Relationship between the Firestone Voice Scale for Self-Destructive Behavior and Self-Destructive Life-Styles.
18p. 1mf. L1 ED 368 998

Summer Programs

Integrating Summer Day Camps: A Process for City-Wide Change. Project REC.
23p. 1mf. L1 ED 369 205

Summer Science Camps Program (SSC).
30p. 1mf. L1 ED 369 658

Supervision

Technological Advancement (Continued)

Making Government Work: Electronic Delivery of Federal Services.
188p. 2mf. L1 ED 369 405

Reauthorization of the Technology-Related Assistance for Individuals with Disabilities Act. Hearing before the Subcommittee on Select Education and Civil Rights of the Committee on Education and Labor. House of Representatives, One Hundred Third Congress, First Session (June 10, 1993).
127p. 2mf. L1 ED 369 248

Tomorrow's Needs; Today's Challenges. Annual Aviation Education Forum (1st, Washington, D.C., June 18, 1993). Edited Proceedings.
32p. 1mf. L1 ED 368 868

Technological Literacy

The Development and Implementation of a Training Module To Increase the Awareness of Assistive Technology.
79p. 1mf. L1 ED 369 770

Integrating Technology in Secondary Schools.
5p. 1mf. L2 ED 369 150

Life and Work in a Technological Society. ERIC Digest No. 147.
4p. 1mf. L1 ED 368 892

Reaching Out to the World: Training Teachers To Integrate Telecommunications into Special Education Classrooms.
8p. 1mf. L1 ED 369 595

Technology

Integrating Technology in Secondary Schools.
5p. 1mf. L2 ED 369 150

Towards a Spatial View: Deleuze and Guattari on Technology.
9p. 1mf. L1 ED 369 410

Technology Education

Integrating Technology in Secondary Schools.
5p. 1mf. L2 ED 369 150

Life and Work in a Technological Society. ERIC Digest No. 147.
4p. 1mf. L1 ED 368 892

Multivariate and Descriptive Discriminant Analysis of Multidisciplinary Approaches to Integrating Mathematics, Science, and Technology Education in the High School.
22p. 1mf. L1 ED 368 936

Professional Development for Technology Education: Results of a National Study.
40p. 1mf. L1 ED 368 937

Tech Prep: A Strategy for School Reform. Fastback 363.
39p. 1mf. L1 ED 368 896

Telecommunications

20/20 Vision: The Development of a National Information Infrastructure.
166p. 2mf. L1 ED 369 404

Distance Education Resource Directory for Northwest Schools.
46p. 1mf. L1 ED 369 386

"Droit d'Auteur," "Copyright" and Neighboring Rights at the Crossroads.
19p. 1mf. L1 ED 369 384

Experience the Power: Network Technology for Education.
20p. 1mf. L1 ED 369 418

The Global Classroom. Special Report: Online for Learning.
14p. 1mf. L1 ED 369 385

Reaching Out to the World: Training Teachers To Integrate Telecommunications into Special Education Classrooms.
8p. 1mf. L1 ED 369 595

Technology in Rural Education. Fastback No. 366.

White Students

The Culture of School Violence.
13p. 1mf. L1 ED 369 730

Whole Language Approach

Improving the Reading Comprehension Skills of Unmotivated Fifth Grade Students through Literature-Based Instruction.
65p. 1mf. L1 ED 369 074

Whole Language Approach. Study of ABE/ESL Instructor Training Approaches.
104p. 2mf. L1 ED 368 948

Withdrawal (Education)

Student Intentions: 'Why They Say They Come and Why They Say They Go...Preliminary Report.
11p. 1mf. L1 ED 369 455

Survey Report, 1992-93 Non-Returning Students.
11p. 1mf. L1 ED 369 473

Women Administrators

About Women on Campus. Volume 1, Numbers 1-4. Volume 2, Numbers 1-4.
134p. 2mf. L1 ED 369 352

Establishing Partnerships among Women Executives in Rural School Districts.
6p. 1mf. L1 ED 369 628

Missouri Women Today...in Education...in Employment. 1991 Status Report.
55p. 1mf. L1 ED 369 684

Women Faculty

About Women on Campus. Volume 1, Numbers 1-4. Volume 2, Numbers 1-4.
134p. 2mf. L1 ED 369 352

Missouri Women Today...in Education...in Employment. 1991 Status Report.
55p. 1mf. L1 ED 369 684

Womens Athletics

Introduction to Modern Women in Sports: Beyond Winning.
10p. 1mf. L1 ED 369 736

Womens Education

Association for International Agricultural and Extension Education 1994 Conference Papers. Annual Conference (10th, Arlington, Virginia, March 24-26, 1994).
473p. 5mf. L1 ED 368 914

By Women/For Women: A Beginning Dialogue on Women and Literacy in the United States.
17p. 1mf. L1 ED 368 863

Gender Equity. IDRA Forum.
21p. 1mf. L1 ED 369 639

Missouri Women Today...in Education...in Employment. 1991 Status Report.
55p. 1mf. L1 ED 369 684

Participatory Staff Development: Lessons from Peers. Special Demonstration Project. Final Report.
132p. 2mf. L1 ED 368 883

Word Recognition

National Survey of Reading Programs for Incarcerated Juvenile Offenders.
61p. 1mf. L1 ED 369 047

Learning.
33p. 1mf. L1 ED 369 820

A Joint Enterprise with America's Families To Ensure Student Success.
25p. 1mf. L2 ED 369 568

Monitoring Student Progress. Training Packet for a Two-Session Workshop. Study of ABE/ESL Instructor Training Approaches.
96p. 1mf. L1 ED 368 945

National Educational Goals: Can They Lead Schools to Real Reform? Noteworthy Series.
51p. 1mf. L1 ED 369 139

The New Circles of Learning: Cooperation in the Classroom and School.
118p. 2mf. L2 ED 369 146

New Horizons Program Planning/Evaluation Report for 1992-93. Focus on Program Evaluation.
53p. 1mf. L1 ED 369 855

Research Summary: Year Round Schools May Not Be the Answer.
18p. 1mf. L1 ED 369 548

School Based Improvement: Changes in AISD, 1992-93. Publication Number 93.32.
45p. 1mf. L1 ED 369 824

Schools at the Crossroads: Which Way to Educational Excellence?
32p. 1mf. L1 ED 369 162

Secondary School Students Classified as Seriously Emotionally Disturbed: How Are They Being Served?
46p. 1mf. L1 ED 369 232

Academic Advising

Excel: An Intensive and Structured Program of Advising and Academic Support To Assist Minority Freshmen To Succeed at a Large State University.
37p. 1mf. L1 ED 369 375

Academic Aptitude

Intelligence--Group Administered, Grades 4-6. Collection. Annotated Bibliography of Tests.
20p. 1mf. L1 ED 369 800

Intelligence--Group Administered, Grades 7 and Above. Annotated Bibliography of Tests.
29p. 1mf. L1 ED 369 801

Intelligence--Individually Administered, Preschool-Grade 3. Annotated Bibliography of Tests.
35p. 1mf. L1 ED 369 798

Scholastic Aptitude and Mental/Cognitive Ability. Annotated Bibliography of Tests.
123p. 2mf. L1 ED 369 797

Academic Failure

Chapter 2 Formula. 1992-93 Final Report.
52p. 1mf. L1 ED 369 184

The Effect of Class Size on Achievement and Retention in the Primary Grades: Implications for Policy Makers.
37p. 1mf. L1 ED 369 172

To Retain or Not? There Is No Question.
26p. 1mf. L1 ED 369 177

Academic Freedom

Faculty Ethics: Expanding the AAUP Ethics Statement.
6p. 1mf. L1 ED 369 442

PC, No--An Examination of the Conservative Opposition to Political Correctness.
14p. 1mf. L1 ED 369 113

Academic Libraries

Others.
11p. 1mf. L1 ED 369 028

Arbitration

Managing the Industrial Labor Relations Process in Higher Education.
373p. 0mf. L3 ED 369 377

Architectural Education

Architecture and Building Sciences. Financial Assistance for Study after Standard 10.
40p. 1mf. L1 ED 369 335

Armed Forces

The Origins and Development of the National Training Center, 1976-1984. TRADOC Historical Monograph Series.
193p. 3mf. L1 ED 369 659

Art

The Development of a Psychological Aesthetic: Jay Hambidge & Charles Henry.
17p. 1mf. L1 ED 369 691

A General Survey of Religious Concepts and Art of North, East, South, and West Africa.
11p. 1mf. L1 ED 369 692

Interdisciplinary Learning and the Arts: An Annotated Bibliography, July 1993. Second Edition.
33p. 1mf. L1 ED 369 707

Passing It On--Folk Artists and Education in Cumberland County, New Jersey.
202p. 3mf. L1 ED 369 671

The Use of the Computer in the School Art Program.
12p. 1mf. L1 ED 369 689

Art Appreciation

The Use of Video Disks: Computer Based Analysis of Works of Art.
14p. 1mf. L1 ED 369 687

Art Criticism

Sir Herbert Read and Art Education History.
14p. 1mf. L1 ED 369 686

Art Education

Art & Design Software Development Using IBM Handy (A Personal Experience).
14p. 1mf. L1 ED 369 697

Chapter 1 Developer/Demonstration Program Learning To Read through the Arts 1992-93. OREA Report.
66p. 1mf. L1 ED 369 058

The Development of a Psychological Aesthetic: Jay Hambidge & Charles Henry.
17p. 1mf. L1 ED 369 691

A General Survey of Religious Concepts and Art of North, East, South, and West Africa.
11p. 1mf. L1 ED 369 692

Interdisciplinary Learning and the Arts: An Annotated Bibliography, July 1993. Second Edition.
33p. 1mf. L1 ED 369 707

Perspectives on Interdisciplinary Education. A Focus Group Study Conducted at the Minnesota Center for Arts Education.
46p. 1mf. L1 ED 369 706

Sir Herbert Read and Art Education History.
14p. 1mf. L1 ED 369 686

A Study of Sex Differences among Art Students on Spatial

5p. 1mf. L1 ED 369 019

Child Rearing

Makin' a Life: Parenting in Families of Color.
12p. 1mf. L1 ED 368 870

Child Support

Ensuring Income Security. Next Steps for Children and Families. Implementation Guide Series.
63p. 1mf. L1 ED 369 475

Child Welfare

Child Abuse and Neglect Prevention: A Resource and Planning Guide.
146p. 2mf. L1 ED 368 990
Ensuring Income Security. Next Steps for Children and Families. Implementation Guide Series.
63p. 1mf. L1 ED 369 475
West Virginia Kids Count Data Book: 1993 County Profiles of Child Well-Being.
185p. 2mf. L1 ED 369 524

Childhood Attitudes

Causal Attributions for Health and Illness: A Cross-Cultural Contribution.
5p. 1mf. L1 ED 369 018
Causal Attributions for Health and Illness: Some Predictor Variables.
5p. 1mf. L1 ED 369 019
How a Bilingual Child Understands Being Bilingual.
21p. 1mf. L1 ED 369 266
Kindergartners' Self-Concepts and Perceptions of Peer Interactions.
18p. 1mf. L1 ED 369 520

Childhood Interests

Children's Special Places: Exploring the Role of Forts, Dens, and Bush Houses in Middle Childhood.
168p. 2mf. L2 ED 369 558

Childhood Needs

Starting Points: Meeting the Needs of Our Youngest Children. The Report of the Carnegie Task Force on Meeting the Needs of Young Children.
153p. 2mf. L1 ED 369 562

Children

Children's Nutrition and Learning. ERIC Digest.
3p. 1mf. L1 ED 369 579
The Complete Playground Book.
192p. 0mf. L3 ED 369 565
Delayed Primary School Enrollment and Childhood Malnutrition in Ghana. An Economic Analysis.
46p. 1mf. L2 ED 369 571
Guiding Children's Social Development. Second Edition.
547p. 0mf. L3 ED 369 567
Motor Learning in Childhood Education: Curricular, Compensatory, Cognitive.
197p. 0mf. L3 ED 369 553
Safe Environments for Our Children: The Home, the School, and the Community.
9p. 1mf. L2 ED 369 515
Serving Homeless Children: The Responsibilities of Educators.
43p. 1mf. L1 ED 369 867

Intervention in Disadvantaged Communities.
15p. 1mf. L1 ED 369 496

In First Person Plural: Growing Up with a Disadvantaged Community.
116p. 2mf. L1 ED 369 492

Participatory Citizenship: A Learned Way of Living.
51p. 1mf. L1 ED 369 676

Strategic Planning for Community Viability: A Process, Not a Destination. Circular CRD-60.
7p. 1mf. L1 ED 368 930

Community Education

Adult Community Education. National Policy.
27p. 1mf. L1 ED 368 861

Community Information Services

Child Care Connections-NS: Three Years of Development and Our Commitment to Children, Parents, Colleagues, and Community.
35p. 1mf. L1 ED 369 528

Community Involvement

School Help: 105 Resources for Chicago School Improvement.
43p. 1mf. L1 ED 369 869

School-Site Councils. ERIC Digest, Number 89.
3p. 1mf. L1 ED 369 154

Urban School Safety: Strategies of the Great City Schools.
52p. 1mf. L2 ED 369 877

Community Organizations

Child Care Connections-NS: Three Years of Development and Our Commitment to Children, Parents, Colleagues, and Community.
35p. 1mf. L1 ED 369 528

Quality Child Care for Hispanic Families: Support and Training for Spanish-Speaking Family Day Care Providers. A Survey of Community-Based Organizations.
11p. 1mf. L2 ED 369 513

Community Planning

Moving Teaching and Learning into the Twenty-first Century through Community-Based Programming.
18p. 1mf. L1 ED 369 439

Community Problems

Violence and Young Children's Development. ERIC Digest.
3p. 1mf. L1 ED 369 578

Community Programs

Changing Perspectives: Youth as Resources.
87p. 1mf. L1 ED 369 842

Handbook of Adult Literacy Issues for Community Members.
30p. 1mf. L1 ED 368 893

Project REC: Integrated Social and Leisure Recreation Services for Students with Severe Disabilities. Final Report.
251p. 3mf. L1 ED 369 201

Response to Child Care Needs: The Valley Community 1993 Annual Report.
7p. 1mf. L1 ED 369 527

Community Resources

Potpourri of Resources To Tap Gifted Education in Rural Areas.
7p. 1mf. L1 ED 369 601

Community Services

Grassroots. Annual Report 1993.

Cultural Traits

Asian-American Children: What Teachers Should Know. ERIC Digest.
3p. 1mf. L1 ED 369 577

Chinese-American Students: A Review of the Literature.
27p. 1mf. L1 ED 369 682

Culture

The Contribution of Education to Culture Development in Asia and the Pacific.
9p. 1mf. L1 ED 369 705

Language Policy, Literacy, and Culture. Roundtable Discussion from the International Conference on Education (43rd, Geneva, Switzerland, September 18, 1992).
66p. 1mf. L1 ED 369 293

Culture Conflict

The Lumad and Moro of Mindanao. Minority Rights Group International Report 93/2.
37p. 1mf. L2 ED 369 694

Permeability of Students' World Views to Their School Views.
18p. 1mf. L1 ED 369 645

The Suburbanization of America and the Future of Hunting and Fishing: How To Get People Back in Touch with the Land, or, Rurbanites: The Problem of Keeping Two Roosters in the Same Henhouse.
19p. 1mf. L1 ED 369 583

Culture Fair Tests

Culture-Fair Tests. Annotated Bibliography of Tests.
33p. 1mf. L1 ED 369 805

Curiosity

Curiosity. Annotated Bibliography of Tests.
18p. 1mf. L1 ED 369 827

Curriculum

Breaking Barriers: An Asian-American Curriculum Unit.
37p. 1mf. L1 ED 369 861

Exploratory Programing in Georgia's Middle Schools.
9p. 1mf. L1 ED 369 538

Skills for Drug-Free Living Curriculum Guide. Future Quest.
269p. 3mf. L1 ED 369 250

Curriculum Based Assessment

Continuous Assessment and Monitoring of Preschool Progress.
34p. 1mf. L1 ED 369 542

Curriculum Design

Interdisciplinary Learning and the Arts: An Annotated Bibliography, July 1993. Second Edition.
33p. 1mf. L1 ED 369 707

Kansas Quality Performance Accreditation (QPA): A Resource Guide for Addressing Outcome 8.
15p. 1mf. L1 ED 369 001

Long-Term Care Administration at San Francisco State University.
19p. 1mf. L1 ED 369 005

Curriculum Development

African American Studies Programs.
36p. 1mf. L1 ED 369 864

All Children Can Learn: Chile's 900 Schools Programme for the Underprivileged. Education for All: Making It Work.
34p. 1mf. L1 ED 369 535

50p. 1mf. L1 ED 369 069

Tell Me: Children, Reading & Talk.
130p. 2mf. L1 ED 369 064

What Have You Learned? Co-Constructing the Meaning of Time.
25p. 1mf. L1 ED 369 484

Discussion Groups

Exploring Staff Development Theories: The Ames Study.
32p. 1mf. L1 ED 369 751

Disease Control

AIDS Administration Public and Professional Education and Training Programs. 1992 Annual Report to the Governor and General Assembly of Maryland.
49p. 1mf. L1 ED 369 739

Diseases

Causal Attributions for Health and Illness: A Cross-Cultural Contribution.
5p. 1mf. L1 ED 369 018

Causal Attributions for Health and Illness: Some Predictor Variables.
5p. 1mf. L1 ED 369 019

Dislocated Workers

Workforce Training: The Pellissippi State Model.
48p. 1mf. L1 ED 369 426

Displaced Homemakers

Sex Equity. Single Parents, Displaced Homemakers, Single Pregnant Women's Projects. Directory FY-1994.
80p. 1mf. L1 ED 368 871

Women Work, Poverty Persists: A Status Report on Displaced Homemakers & Single Mothers in the United States.
77p. 1mf. L2 ED 369 029

Distance Education

Assessing the Need, Acceptability, and Available Resources for Adult Literacy Staff Development through Distance Education in Rural Pennsylvania and Recommended Models To Meet the Needs.
97p. 2mf. L1 ED 368 874

A Comparison of Traditional and Distance Education Models.
9p. 1mf. L1 ED 369 599

Distance Education Resource Directory for Northwest Schools.
46p. 1mf. L1 ED 369 386

Higher Education in the Northwest Territories: Different Systems, Different Perspectives.
72p. 1mf. L1 ED 369 427

A Partnership in Training: A Distance Learning Approach to In-Service Training in Rural Communities.
9p. 1mf. L1 ED 369 590

Staff Development for Volunteers: Distance Education through the Home Study Option.
77p. 1mf. L1 ED 368 866

Technology in Rural Education. Fastback No. 366.
35p. 1mf. L1 ED 369 586

Diversity (Institutional)

Contemporary Campus Issues.
10p. 1mf. L1 ED 369 425

Divorce

The Role of Work Identity in Women's Adjustment to Divorce.
15p. 1mf. L1 ED 369 016

Educational Gerontology Held in 1993, the European Year of Older People and Solidarity between Generations (Glasgow, Scotland,United Kingdom, July 1-4, 1993).
50p. 1mf. L1 ED 368 966

Educational Objectives

Adult Community Education. National Policy.
27p. 1mf. L1 ED 368 861

American Indian/Alaska Native Education. Fastback No. 367.
42p. 1mf. L1 ED 369 585

Availability of Data on School Completion Outcomes and Indicators. Technical Report 8.
45p. 1mf. L1 ED 369 228

Edith Bowen Laboratory School Evaluation Committee Report Submitted to the 1994 Utah State Legislature.
42p. 1mf. L1 ED 369 762

Goals 2000: Educate America Act. Conference Report To Accompany H.R. 1804, House of Representatives, 103d Congress, 2d Session.
232p. 3mf. L1 ED 369 149

Improving America's Schools Act of 1994. Report on H.R. 6 Together with Minority, Supplemental, and Additional Views Committee on Education and Labor, House of Representatives, 103rd Congress, 2d session.
737p. 8mf. L1 ED 369 147

Life and Work in a Technological Society. ERIC Digest No. 147.
4p. 1mf. L1 ED 368 892

Matching State Goals to a Model of School Completion Outcomes and Indicators. Technical Report 9.
149p. 2mf. L1 ED 369 229

The Place of the Humanities in Continuing Higher Education. ERIC Digest No. 145.
4p. 1mf. L1 ED 368 890

Planning for Change: A Source Book for Strategic Planning.
52p. 1mf. L1 ED 369 135

A Primer to the Outstanding Schools Act.
25p. 1mf. L1 ED 369 165

Province of British Columbia Ministry of Education Annual Report. July 1, 1990 to June 30, 1991.
82p. 1mf. L1 ED 369 660

Schools at the Crossroads: Which Way to Educational Excellence?
32p. 1mf. L1 ED 369 162

Utah's Best Project: Behavioral and Educational Strategies for Teachers. Technical Assistance Manuals, Edited Versions.
154p. 2mf. L1 ED 369 760

Educational Opportunities

National Action Plan for the Education of Girls, 1993-97.
47p. 0mf. L3 ED 369 672

Educational Philosophy

Alternative Conceptualizations.
85p. 1mf. L1 ED 369 662

Annual Adult Education Research Conference (AERC) Proceedings (33rd, Saskatoon, Saskatchewan, Canada, May 15-17, 1992). Revised Edition.
389p. 5mf. L1 ED 368 856

English as a Second Language (ESL) in Alberta Schools. Parent Handbook.
43p. 1mf. L1 ED 369 273

Ideal Ends: John Dewey's Later Vision for Education.
32p. 1mf. L1 ED 369 755

Images of the Foundations.
109p. 2mf. L1 ED 369 661

Turning Points: Books and Reports that Reflected and Shaped U.S.

Speech Acts Used in Business Meetings (And Elsewhere).
18p. 1mf. L1 ED 369 271

Towards ESP Programmes in Technical and Vocational Institutions in Malaysia.
14p. 1mf. L1 ED 369 286

English Instruction

Changing Classroom Practices: Resources for Literary and Cultural Studies. Refiguring English Studies.
336p. 4mf. L1 ED 369 104

Teaching and Assessing Writing: Recent Advances in Understanding, Evaluating, and Improving Student Performance. Second Edition, Revised and Expanded.
351p. 0mf. L3 ED 369 090

Trends and Issues in English Instruction, 1993--Six Summaries. Summaries of Informal Annual Discussions of the Commissions of the National Council of Teachers of English.
18p. 1mf. L1 ED 369 083

Trends and Issues in English Instruction, 1994--Six Summaries. Summaries of Informal Annual Discussions of the Commissions of the National Council of Teachers of English.
12p. 1mf. L1 ED 369 084

The University of Mississippi Studies in English (1990), New Series Volume VIII.
263p. 0mf. L3 ED 369 105

English Literature

The University of Mississippi Studies in English (1990), New Series Volume VIII.
263p. 0mf. L3 ED 369 105

Enlisted Personnel

Military Training. Lessons Learned and Their Implications for the Future. Testimony before the Subcommittee on Military Forces and Personnel, Committee on Armed Services, House of Representatives.
17p. 1mf. L1 ED 368 897

Enrichment Activities

The New Challenge: A Relevant Program for the Disadvantaged Gifted.
6p. 1mf. L1 ED 369 610

Enrollment

The Alabama College System Statistical Profiles, 1992-93.
76p. 1mf. L1 ED 369 466

Critical Education Trends: A Poll of America's Urban Schools.
17p. 1mf. L2 ED 369 875

Statistical Abstract of Higher Education in North Carolina, 1993-94.
279p. 3mf. L1 ED 369 376

Enrollment Influences

Garland County Community College Non-Returning Student Survey.
132p. 2mf. L1 ED 369 462

Student Intentions: 'Why They Say They Come and Why They Say They Go...Preliminary Report.
11p. 1mf. L1 ED 369 455

Survey Report, 1992-93 Non-Returning Students.
11p. 1mf. L1 ED 369 473

Enrollment Trends

Reassessing Curriculum and Transfer Rates: A Delicate Balance

Food Service

The Cafeteria Workers' Skills Enhancement Training Program.
Performance Report.
22p. 1mf. L1 ED 368 957
Catering Education and Training in France. A Comparative Study.
Occasional Paper Number 8.
59p. 1mf. L2 ED 368 963
Sanitation and Safety for School Food Service: Program
Development. Bulletin No. 92408.
135p. 2mf. L1 ED 369 156

Food Standards

Sanitation and Safety for School Food Service: Program
Development. Bulletin No. 92408.
135p. 2mf. L1 ED 369 156

Foreign Countries

Towards a Methodology for Comparative Quality Assessment in
European Higher Education. A Pilot Study on Economics in
Germany, the Netherlands and the United Kingdom.
72p. 1mf. L2 ED 369 310

Foreign Students

Experience America: A Guide to Enhancing the Process of Living
and Learning in the United States for Jefferson Fellows and
Associates with the U.S. Agency for International Development.
31p. 1mf. L1 ED 369 369
International Students and American Academic Libraries: An
Empowering Relation.
26p. 1mf. L1 ED 369 403

Forestry

Agriculture, Forestry, Fishing, and Veterinary Science.
Financial Assistance for Study after Standard 10.
47p. 1mf. L1 ED 369 336

Foster Children

Boysville of Michigan Family Reunification Project. Final
Report, May 17, 1989 - June 30, 1991.
17p. 1mf. L1 ED 369 489
Family Reunification Project.
17p. 1mf. L1 ED 369 490
Full Circle Program's Family Consulting Services.
16p. 1mf. L1 ED 369 488

Foundations of Education

Alternative Conceptualizations.
85p. 1mf. L1 ED 369 662
Images of the Foundations.
109p. 2mf. L1 ED 369 661
Politics and the Schools.
117p. 2mf. L1 ED 369 663
Sociopolitical Analyses.
108p. 2mf. L1 ED 369 665
Accompany Foreign Language Master Curriculum.
48p. 1mf. L1 ED 369 299

reshman Composition

Rhetoric and Composition: A Necessary Tension.
12p. 1mf. L1 ED 369 102
Students as Satirists: Encouraging Critique and Comic Release.
14p. 1mf. L1 ED 369 099
Theories of Cognitive Development and the Teaching of

195p. 3mf. L1 ED 369 871

Chinese-American Students: A Review of the Literature.
27p. 1mf. L1 ED 369 682

English as a Second Language (ESL) in Alberta Schools. Parent Handbook.
43p. 1mf. L1 ED 369 273

The Kurdish Child in America: A Handbook for Educators.
37p. 1mf. L2 ED 369 268

Literacy Works, Volume 4, 1992-93.
127p. 2mf. L1 ED 369 306

An Overview of a Field Study of Urban School Districts in the Far West.
26p. 1mf. L1 ED 369 858

Incentive Grants

State Incentive Grant District 75/Citywide Special Education. Staff Development Program (SIG) 1992-93. OREA Report.
51p. 1mf. L1 ED 369 194

State Incentive Grant High School/State Incentive Grant. Staff Development Program (SIG) 1992-93. OREA Report.
53p. 1mf. L1 ED 369 193

Incidence

Computers in Schools of Southeast Texas in 1994.
16p. 1mf. L1 ED 369 735

Deaf and Hard of Hearing Students in Postsecondary Education. Statistical Analysis Report.
71p. 1mf. L1 ED 369 216

Income

Middle Class Squeeze. The Tomas Rivera Center Policy Brief.
4p. 1mf. L2 ED 369 846

Income Contingent Loans

The Effects of Higher Loan Limits and Need Analysis Changes on FFELP Borrowing in Pennsylvania, July to December 1992 to 1993.
27p. 1mf. L1 ED 369 368

The Student Guide: Financial Aid from the U.S. Department of Education, 1994-95.
61p. 1mf. L1 ED 369 365

Independent Study

Abstracts of Literature in Self-Directed Learning 1966-1982.
168p. 0mf. L3 ED 368 920

Abstracts of Literature in Self-Directed Learning 1983-1991.
264p. 0mf. L3 ED 368 921

Advances in Research and Practice in Self-Directed Learning.
293p. 0mf. L3 ED 368 917

Emerging Perspectives of Self-Directed Learning.
281p. 0mf. L3 ED 368 923

Exercise: Benefits for Body and Mind. Student Workbook. Health Promotion for Adult Literacy Students: An Empowering Approach.
39p. 1mf. L1 ED 368 950

First Aid: Helping Yourself, Helping Others. Student Workbook. Health Promotion for Adult Literacy Students: An Empowering Approach.
65p. 1mf. L1 ED 368 951

Health Care Resources: You Are the Consumer. Student Workbook. Health Promotion for Adult Literacy Students: An Empowering Approach.
57p. 1mf. L1 ED 368 952

Health Insurance: The Facts You Need. Student Workbook. Health Promotion for Adult Literacy Students: An Empowering Approach.
39p. 1mf. L1 ED 368 953

Basic Blueprint Reading.
88p. 1mf. L1 ED 368 984

Business Education/Marketing. TLC Technology-Life-Careers 1993-94.
592p. 7mf. L1 ED 368 932

Business Writing.
142p. 2mf. L1 ED 368 981

Classroom Strategies for Assessing Limited English Proficient Students in Vocational Programs: A Resource Handbook.
314p. 4mf. L1 ED 368 872

Core Curriculum. A Workplace Specific Curriculum.
183p. 2mf. L1 ED 368 902

Documentation.
55p. 1mf. L1 ED 368 982

Employer Follow-Up Survey, February-March 1994.
16p. 1mf. L1 ED 369 472

Making the Point: Writing in the Workplace.
143p. 2mf. L1 ED 368 983

Math Lab.
51p. 1mf. L1 ED 368 985

Math on the Job.
68p. 1mf. L1 ED 368 986

National Workplace Literacy Program. Garment-Related Bilingual (English and Chinese) Broadcast Lessons. Book 1 and 2.
110p. 2mf. L1 ED 369 305

Pre-blueprint Math.
88p. 1mf. L1 ED 368 987

Reading and Writing Effectively.
164p. 2mf. L1 ED 368 979

Reading and Writing II.
112p. 2mf. L1 ED 368 980

Skills for Tomorrow. Workplace Skills Project. DACUM Charts.
38p. 1mf. L1 ED 368 988

Teaching Account Management.
32p. 1mf. L2 ED 369 109

Job Training

Catering Education and Training in France. A Comparative Study. Occasional Paper Number 8.
59p. 1mf. L2 ED 368 963

European Seminar: "New Training Models and Strategies for SMEs in Europe" (Valencia, Spain, October 4-5, 1993).
17p. 1mf. L1 ED 368 912

Leaders of Change! Successful Workforce Development Projects. Envisioning a Competitive America: The Workforce Development Forums (Boston, Massachusetts, April 14-16, 1993; Des Moines, Iowa, May 26-28, 1993; Albuquerque, New Mexico, July 14-16, 1993).
72p. 1mf. L1 ED 368 904

Women's Job Training Agenda.
34p. 1mf. L1 ED 368 858

Journalism Education

Civic Competence and the Pace of World Events. A Clip Board of Activities for Using the Newspaper.
13p. 1mf. L1 ED 369 723

Junior High School Students

Identification of Guessing Behavior on the Basis of the Mixed Rasch Model.
20p. 1mf. L1 ED 369 814

Leadership Retreats for Middle Level and Senior High School Students.

Handbook of Adult Literacy Issues for Community Members.	30p.	1mf.	L1	ED 368 893
Health Care Resources: You Are the Consumer. Student Workbook. Health Promotion for Adult Literacy Students: An Empowering Approach.	57p.	1mf.	L1	ED 36[illegible] 952
Health Insurance: The Facts You Need. Student Workbook. Health Promotion for Adult Literacy Students: An Empowering Approach.	39p.	1mf.	L1	ED 368 953
Helping Learning Disabled Adults through Special Tutorial Techniques. Final Report. 1992-1993.	30p.	1mf.	L1	ED 368 878
An In-Service Math Instruction Program for Tutors. Final Report.	90p.	1mf.	L1	ED 368 879
A Literacy Lending Library. Project Report.	105p.	2mf.	L1	ED 368 880
Literacy on the Cafeteria Line: Evaluation of the Skills Enhancement Training Program.	83p.	1mf.	L1	ED 368 933
Literacy Project for Adults with Learning Disabilities.	46p.	1mf.	L1	ED 368 881
Literacy Works, Volume 4, 1992-93.	127p.	2mf.	L1	ED 369 306
Making the Point: Writing in the Workplace.	143p.	2mf.	L1	ED 368 983
Math Lab.	51p.	1mf.	L1	ED 368 985
Math on the Job.	68p.	1mf.	L1	ED 368 986
Mercer County Community College Workplace Skills Project. Final Evaluation (September 1, 1992-February 28, 1994).	209p.	3mf.	L1	ED 368 968
Methods To Increase the Number of Successful Transfers between Programs by Students in Adult Literacy Programming. A Research Report.	110p.	2mf.	L1	ED 368 853
More than the Sum of the Parts: Using Small Group Learning in Adult Basic and Literacy Education. A 353 Special Demonstration Project.	90p.	1mf.	L1	ED 368 905
The New York City Adult Literacy Initiative. Final Report, 1991-92.	42p.	1mf.	L1	ED 369 304
Nutrition: Eating for Better Health. Student Workbook. Health Promotion for Adult Literacy Students: An Empowering Approach.	57p.	1mf.	L1	ED 368 954
Participatory Staff Development: Lessons from Peers. Special Demonstration Project. Final Report.	132p.	2mf.	L1	ED 368 883
Peer Tutoring in Adult Basic and Literacy Education. ERIC Digest No. 146.	4p.	1mf.	L1	ED 368 891
Pre-blueprint Math.	88p.	1mf.	L1	ED 368 987
Presentation Skills.	54p.	1mf.	L1	ED 368 972
Problem Solving.	38p.	1mf.	L1	ED 368 973
Reading and Writing Effectively.	164p.	2mf.	L1	ED 368 979
Reading and Writing II.	112p.	2mf.	L1	ED 368 980
Reading Lab.	57p.	1mf.	L1	ED 368 978

Health on Workforce Issues Related to Community-Based Service Delivery for Children and Adolescents with Serious Emotional Disturbance/Mental Illness and Their Families.
171p. 2mf. L1 ED 369 210

Survey Assessment of Paideia Teachers Perceptions Concerning Professional Staff Development.
19p. 1mf. L1 ED 369 742

Neighborhoods

Violence and Hate in the Family and Neighborhood: New Perspectives, Policy and Programs.
422p. 5mf. L1 ED 369 536

Networks

Academic Alliances, You Can Do It Too.
7p. 1mf. L1 ED 369 588

Towards a Spatial View: Deleuze and Guattari on Technology.
9p. 1mf. L1 ED 369 410

Neurological Impairments

Community-Based Employment Following Traumatic Brain Injury.
292p. 4mf. L1 ED 369 241

The Influence of Lead Exposure and Toxicity to Children's Neurological Development and School Performance.
10p. 1mf. L1 ED 369 630

News Media

Civic Competence and the Pace of World Events. A Clip Board of Activities for Using the Newspaper.
13p. 1mf. L1 ED 369 723

News Reporting

Turning the Tables: Choose the Videos, Construct the Course.
20p. 1mf. L1 ED 369 270

News Writing

Civic Competence and the Pace of World Events. A Clip Board of Activities for Using the Newspaper.
13p. 1mf. L1 ED 369 723

Newspapers

Civic Competence and the Pace of World Events. A Clip Board of Activities for Using the Newspaper.
13p. 1mf. L1 ED 369 723

Noncollege Bound Students

Building a System To Connect School and Employment.
82p. 1mf. L2 ED 368 938

Linking Foreign Language to Occupational Education in a Rural High School: Foreign Language with Criminal Justice and Travel & Tourism.
8p. 1mf. L1 ED 369 644

Nondiscriminatory Education

A Comprehensive Approach to Gender Equity.
5p. 1mf. L1 ED 369 640

Nongraded Instructional Grouping

Kentucky's Primary Program: A Progress Report.
56p. 1mf. L1 ED 369 517

The Multiage Classroom: A Collection.
227p. 3mf. L2 ED 369 574

Nonmajors

Dipthongization and Underspecification in Konni.

20p. 1mf. L1 ED 369 294

Photography

Electronic Photography and Its Impact on Instructional Media and Photo Education.

8p. 1mf. L1 ED 369 411

Physical Activities

Introduction to Modern Women in Sports: Beyond Winning.

10p. 1mf. L1 ED 369 736

Physical Development

Five Hundred Questions Kids Ask about Sex and Some of the Answers: Sex Education for Parents, Teachers and Young People Themselves.

212p. 0mf. L3 ED 369 552

Physical Education

D.U.C.K. Walking.

149p. 2mf. L1 ED 369 776

Health and Physical Education. Annotated Bibliography of Tests.

27p. 1mf. L1 ED 369 787

Physical Education Teachers

African-American Women and Doctoral Study: Three Case Studies.

14p. 1mf. L1 ED 369 737

Physical Environment

Environment. Development. How Can Societies Develop To Meet Basic Needs and Nurture Economies without Undermining the Natural Resources and Environmental Integrity on Which They Depend? Teaching Global Issues.

10p. 1mf. L1 ED 369 675

Food & Environment. Teaching Global Issues.

10p. 1mf. L1 ED 369 673

Physical Fitness

Exercise: Benefits for Body and Mind. Student Workbook. Health Promotion for Adult Literacy Students: An Empowering Approach.

39p. 1mf. L1 ED 368 950

Physicians

ADHD Training Modules for Rural Health Care Providers, Educators and Parents.

10p. 1mf. L1 ED 369 632

Doctors' Stories on Teaching and Mentoring. Fastback 369.

36p. 1mf. L1 ED 369 734

Piagetian Theory

Piagetian Measures. Annotated Bibliography of Tests.

29p. 1mf. L1 ED 369 796

Pilot Projects

Conference Program Analysis. Technology Education Division.

6p. 1mf. L1 ED 368 934

Inclusive Education in Billings, Montana: A Prototype for Rural Schools.

6p. 1mf. L1 ED 369 636

Planning

Caring Schools, Caring Communities: An Urban Blueprint for Comprehensive School Health and Safety.

Using a Project Portfolio: Empowerment Evaluation for Model Demonstration Projects.
14p. 1mf. L1 ED 369 209

Program Implementation

Assessing the Implementation of a State Wide Competency-Based Student Tracking System in Business Education.
22p. 1mf. L1 ED 369 818

Basic Skills in the Workplace: Practical Guide for Development & Implementation.
275p. 3mf. L1 ED 368 911

The Cafeteria Workers' Skills Enhancement Training Program. Performance Report.
22p. 1mf. L1 ED 368 957

The Challenge for Site-Based Decision Making Councils: Making Quality Preschool Education Accessible to Language Minority Students.
8p. 1mf. L1 ED 369 545

Chapter 1: Creating Opportunities for Success. Strengthening Instruction for At-Risk Students through In-Class Services.
27p. 1mf. L1 ED 369 847

Cooperative Learning for ABE and ESL Classes: Getting Started.
7p. 1mf. L1 ED 368 862

D.U.C.K. Walking.
149p. 2mf. L1 ED 369 776

The Development and Implementation of a Training Module To Increase the Awareness of Assistive Technology.
79p. 1mf. L1 ED 369 770

Early Childhood Development: The Challenge and the Opportunity.
17p. 1mf. L1 ED 369 529

English as a Second Language: Implementing Effective Adult Education Programs.
50p. 1mf. L1 ED 369 303

Evaluating Institutional Policies on the Evaluation of Student Achievement: General Guidelines.
23p. 1mf. L1 ED 369 435

Evaluating Programs of Studies: General Guidelines.
20p. 1mf. L1 ED 369 436

Experience America: A Guide to Enhancing the Process of Living and Learning in the United States for Jefferson Fellows and Associates with the U.S. Agency for International Development.
31p. 1mf. L1 ED 369 369

Kentucky's Primary Program: A Progress Report.
56p. 1mf. L1 ED 369 517

Literacy Development in Network-Based Classrooms. Technical Report No. 597.
31p. 1mf. L1 ED 369 056

Moving Teaching and Learning into the Twenty-first Century through Community-Based Programming.
18p. 1mf. L1 ED 369 439

A Practical Guide to Effective Site-Based Management.
208p. 0mf. L3 ED 369 140

Professional Development for Technology Education: Results of a National Study.
40p. 1mf. L1 ED 368 937

Promoting Multi-Site Collaborative Inquiry: Initial Efforts and Challenges.
27p. 1mf. L1 ED 369 320

School/University Partnerships and the UNI Teaching Associates Cadre Model: Professional Benefits to PreK-12 Educators.
28p. 1mf. L1 ED 369 728

Senior Citizens as School Volunteers: New Resources for the Future. ERIC Digest.
3p. 1mf. L1 ED 369 774

Assistance with Integrity: The Search for Accountability and the Lives of People with Developmental Disabilities.
54p. 1mf. L1 ED 369 219

Changing Systems for Children and Families.
60p. 1mf. L2 ED 369 509

Coping with Teacher Resistance: Insights from INSET Programmes.
15p. 1mf. L1 ED 369 279

Overcoming Barriers in the Use of Adaptive and Assistive Technology in Special Education.
9p. 1mf. L1 ED 369 633

Resource Allocation

Funding Methods for Public Higher Education in the SREB States.
109p. 2mf. L1 ED 369 367

Resource Centers

Special Education Training and Resource Center (SETRC) 1992-93. OREA Report.
92p. 1mf. L1 ED 369 198

Resource Materials

ERIC Clearinghouse Publications, 1993. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses Announced in Resources in Education (RIE) January-December 1993.
111p. 2mf. L1 ED 369 420

National Resources for Adults with Learning Disabilities.
34p. 1mf. L1 ED 368 899

Supporting the Total Child. Resource Book. Chapter 1 & 2. Successful Programs 1993-94.
118p. 2mf. L1 ED 369 866

Resources

School Help: 105 Resources for Chicago School Improvement.
43p. 1mf. L1 ED 369 869

Response Rates (Questionnaires)

Return Address Study Report.
11p. 1mf. L1 ED 369 468

Retirement

Working and Learning Together. European Initiatives with Older People. A Report of the Annual Conference of the Association for Educational Gerontology Held in 1993, the European Year of Older People and Solidarity between Generations (Glasgow, Scotland,United Kingdom, July 1-4, 1993).
50p. 1mf. L1 ED 368 966

Retraining

Workforce Training: The Pellissippi State Model.
48p. 1mf. L1 ED 369 426

Rhetoric

Composition and Rhetoric: A Natural Alliance.
10p. 1mf. L1 ED 369 080

Philosophy, Rhetoric, Literacy Criticism: (Inter)views.
260p. 0mf. L3 ED 369 089

Rhetorical Criticism

Coaching the "Critters."
18p. 1mf. L1 ED 369 118

Role Conflict

Understanding Teacher Development.
243p. 0mf. L3 ED 369 784

Self Concept

Comparison of Familial and Cognitive Factors Associated with Male and Female Self-Esteem.
19p. 1mf. L1 ED 369 022

Kantian Model of Moral Development.
17p. 1mf. L1 ED 369 813

Kindergartners' Self-Concepts and Perceptions of Peer Interactions.
18p. 1mf. L1 ED 369 520

Moral Development: Making the Connection between Choices, Responsibility and Self-Esteem.
14p. 1mf. L2 ED 369 555

Promoting Social and Emotional Development in Deaf Children. The PATHS Project.
250p. 0mf. L3 ED 369 237

Resilient Students' Beliefs about Their Schooling Environment: A Possible Role in Developing Goals and Motivation.
21p. 1mf. L1 ED 369 817

The Role of Work Identity in Women's Adjustment to Divorce.
15p. 1mf. L1 ED 369 016

Trait Ambiguity and Controllability in Evaluations of Self and Others.
11p. 1mf. L1 ED 369 028

Self Concept Measures

Social Perception and Judgment. Annotated Bibliography of Tests.
36p. 1mf. L1 ED 369 837

Trait Ambiguity and Controllability in Evaluations of Self and Others.
11p. 1mf. L1 ED 369 028

Self Control

Promoting Social and Emotional Development in Deaf Children. The PATHS Project.
250p. 0mf. L3 ED 369 237

Teaching Children to Care: Management in the Responsive Classroom.
306p. 4mf. L1 ED 369 531

Self Destructive Behavior

Voices in Suicide. The Relationship between the Firestone Voice Scale for Self-Destructive Behavior and Self-Destructive Life-Styles.
18p. 1mf. L1 ED 368 998

Self Determination

An Individual Career Plan for Students with Disabilities in Higher Education.
18p. 1mf. L1 ED 369 236

Using a Project Portfolio: Empowerment Evaluation for Model Demonstration Projects.
14p. 1mf. L1 ED 369 209

Self Efficacy

Self-Efficacy and Performance Ratings of Preservice Teachers in the Area of Emotional and Behavioral Disorders.
22p. 1mf. L1 ED 369 746

Self Esteem

Comparison of Familial and Cognitive Factors Associated with

58p. 1mf. L1 ED 369 176

Tracking Our Schools, 1992: Strategies for Achieving Educational Goals. Kentucky's Annual Report to the President.
30p. 1mf. L1 ED 369 131

State Libraries

Iowa Governor's Pre-White House Conference on Library and Information Services Proceedings (Des Moines, Iowa, April 30-May 2, 1991).
50p. 1mf. L1 ED 369 408

State Programs

Apprenticeship Reference Guide. Third Edition.
99p. 2mf. L1 ED 368 864

CCAC Family Support Watch Audioconference Series: Summary of Proceedings (April-September 1993).
52p. 1mf. L1 ED 369 554

The Children's Mental Health Integrated Fund: A Preliminary Report.
158p. 2mf. L1 ED 369 222

Districtwide Norm-Referenced and Criterion-Referenced Tests Results, 1993: An Exploratory Data Analysis of the Relationship between Achievement and Absenteeism in New Orleans Public Schools.
30p. 1mf. L1 ED 369 819

Funding Vocational Education. A Study To Enhance Employability Standards of Students in New Mexico.
133p. 2mf. L1 ED 368 962

An Integrated Children's Mental Health System: Coordinating the Needs of Children with Multiple Problems: Children's Integrated Fund Task Force Report to the Minnesota Legislature..
122p. 2mf. L1 ED 369 223

Racing with the World: How States Can Build a 21st Century Workforce.
46p. 1mf. L2 ED 368 928

State School District Relationship

School Responses to State-Level Restructuring Legislation.
58p. 1mf. L1 ED 369 176

State Standards

Child Care Quality: States' Difficulties Enforcing Standards Confront Welfare Reform Plans. Statement of Joseph F. Delfico, Director, Income Security Issues, Health, Education, and Human Services. Testimony before the Subcommittee on Regulation, BusinessOpportunities, and Technology, Committee on Small Business, House of Representatives.
13p. 1mf. L1 ED 369 534

Child Day Care Center Licensing Study, 1994.
200p. 3mf. L2 ED 369 518

Evaluating Institutional Policies on the Evaluation of Student Achievement: General Guidelines.
23p. 1mf. L1 ED 369 435

Evaluating Programs of Studies: General Guidelines.
20p. 1mf. L1 ED 369 436

Matching State Goals to a Model of School Completion Outcomes and Indicators. Technical Report 9.
149p. 2mf. L1 ED 369 229

Procedures for the Evaluation of Teacher Education Programs.
33p. 1mf. L1 ED 369 763

Sanitation and Safety for School Food Service: Program Development. Bulletin No. 92408.
135p. 2mf. L1 ED 369 156

Special Education Program Standards Study. Commonwealth of

Using Paraeducators Effectively in the Classroom. Fastback 358.
34p. 1mf. L1 ED 369 732

Supervisors

History of Educational Supervision: Proposals and Prospects.
39p. 1mf. L1 ED 369 178

Supervisory Methods

Adapting the Six Category Intervention Analysis To Promote Facilitative Type Supervisory Feedback in Teaching Practice.
13p. 1mf. L1 ED 369 280

History of Educational Supervision: Proposals and Prospects.
39p. 1mf. L1 ED 369 178

Supply and Demand

Child Care Project. Annual Report.
41p. 1mf. L1 ED 369 487

The School Administrator Supply and Demand Report.
56p. 1mf. L1 ED 369 164

Supported Employment

Community-Based Employment Following Traumatic Brain Injury.
292p. 4mf. L1 ED 369 241

Sustained Silent Reading

Sustained Silent Reading in University Courses in EFL for Academic Purposes.
27p. 1mf. L1 ED 369 264

Symptoms (Individual Disorders)

Prenatal Exposure to Drugs/Alcohol: Characteristics and Educational Implications of Fetal Alcohol Syndrome and Cocaine/Polydrug Effects.
126p. 0mf. L3 ED 369 238

Systems Approach

Differential Aptitude Test: A Data Source for Reinforcement of Educational/Occupational Choices for Special Population Enrollees.
18p. 1mf. L1 ED 368 901

Leaders of Change! Successful Workforce Development Projects. Envisioning a Competitive America: The Workforce Development Forums (Boston, Massachusetts, April 14-16, 1993; Des Moines, Iowa, May 26-28, 1993; Albuquerque, New Mexico, July 14-16, 1993).
72p. 1mf. L1 ED 368 904

Total Quality Management Handbook: Applying the Baldrige Criteria to Schools.
80p. 1mf. L1 ED 369 138

Systems Development

Total Quality Management Handbook: Applying the Baldrige Criteria to Schools.
80p. 1mf. L1 ED 369 138

Task Analysis

Skills for Tomorrow. Workplace Skills Project. DACUM Charts.
38p. 1mf. L1 ED 368 988

Teacher Aides

Volunteers and Teachers in the Classroom. Training Packet for a Two-Session Workshop. Study of ABE/ESL Instructor Training Approaches.
75p. 1mf. L1 ED 368 949

35p. 1mf. L1 ED 369 586

Teleconferencing

CCAC Family Support Watch Audioconference Series: Summary of Proceedings (April-September 1993).
52p. 1mf. L1 ED 369 554

Telephone Communications Systems

Telecommunications in the Workplace.
31p. 1mf. L1 ED 368 975

Telephone Usage Instruction

Telecommunications in the Workplace.
31p. 1mf. L1 ED 368 975

Television Research

Impacts of Cross-Cultural Mass Media in Iceland, Northern Minnesota, and Francophone Canada in Retrospect.
15p. 1mf. L1 ED 369 111

Television Viewing

Impacts of Cross-Cultural Mass Media in Iceland, Northern Minnesota, and Francophone Canada in Retrospect.
15p. 1mf. L1 ED 369 111

Tenure

Morality, Responsibility, and the University. Studies in Academic Ethics.
273p. 0mf. L3 ED 369 326

Tenured Faculty

The Bachelor's for Tenure: Analysis and Options. Fourth Draft.
26p. 1mf. L1 ED 369 422

Test Construction

Alternative Assessment Measures in Adult Basic Education Programs (Adult Informal Measures: AIM).
107p. 2mf. L1 ED 368 865

Item Pools. Annotated Bibliography of Tests.
54p. 1mf. L1 ED 369 806

A Study To Identify and Measure Desirable Student Social Outcomes.
67p. 1mf. L1 ED 369 570

Test Reliability

The Role of Cohesion in Communicative Competence as Exemplified in Oral Proficiency Testing.
21p. 1mf. L1 ED 369 258

Verifying Applied Literacy Skills (VALS) in ABE Programs.
90p. 1mf. L1 ED 368 887

Test Results

Annual Report on Student Achievement 1992-93. Publication Number 92.30.
73p. 1mf. L1 ED 369 823

Districtwide Norm-Referenced and Criterion-Referenced Tests Results, 1993: An Exploratory Data Analysis of the Relationship between Achievement and Absenteeism in New Orleans Public Schools.
30p. 1mf. L1 ED 369 819

Test Use

Alternative Assessment Measures in Adult Basic Education Programs (Adult Informal Measures: AIM).

Work Attitudes

Time Management.
47p. 1mf. L1 ED 368 976

Work Environment

Caring for a Living: A Study on Wages and Working Conditions in Canadian Child Care. Final Report.
174p. 2mf. L2 ED 369 474

Environments. Annotated Bibliography of Tests.
82p. 1mf. L1 ED 369 828

Garde a l'enfance: Etude sur la remuneration et les conditions de travail dans le domaine de la garde a l'enfance au Canada. Rapport final (Caring for a Living: A Study on Wages and Working Conditions in Canadian Child Care. Final Report).
208p. 3mf. L2 ED 369 498

The Impact of Restructuring on the Secretarial Profession. A Survey of Office Professionals.
27p. 1mf. L1 ED 368 900

Work Experience Programs

Building a System To Connect School and Employment.
82p. 1mf. L2 ED 368 938

Business-Education Partnerships: Developing a Collaborative Relationship with Business and Community.
31p. 1mf. L1 ED 369 169

New Horizons Program Planning/Evaluation Report for 1992-93. Focus on Program Evaluation.
53p. 1mf. L1 ED 369 855

Workers Compensation

Private Sector Rehabilitation: Insurance, Trends & Issues for the 21st Century. A Report on the Mary E. Switzer Memorial Seminar (17th, Washington, D.C., June 2-4, 1993).
82p. 1mf. L1 ED 368 860

Working Class

Equity Issues in the Multicultural British Education System: Focus on a Group of Working Class Students That Reject the Limited Educational Opportunities in the Education System.
13p. 1mf. L1 ED 369 696

Workshops

Topics for Lehigh County Seniors.
77p. 1mf. L1 ED 368 886

World Affairs

International Understanding at School. Bulletin No. 59-60 1991.
53p. 1mf. L1 ED 369 718

World History

From the Axial Age to the New Age: Religion as a Dynamic of World History.
15p. 1mf. L1 ED 369 717

Gender at the Base of World History.
14p. 1mf. L1 ED 369 678

History. Annotated Bibliography of Tests.
15p. 1mf. L1 ED 369 788

Improving the Critical Thinking Skills of Ninth Grade World History Students by Integrating Critical Thinking Skills and Course Content.
82p. 1mf. L1 ED 369 722

World Problems

Gateways, Gatekeepres, and Roles in the Information Omniverse. Proceedings of the Symposium of the Association of Research Libraries and Association of American University Presses (3rd, Washington, D.C., November 13-15, 1993).
177p. 2mf. L1 ED 369 407

International Students and American Academic Libraries: An Empowering Relation.
26p. 1mf. L1 ED 369 403

Academic Persistence

African-American Women and Doctoral Study: Three Case Studies.
14p. 1mf. L1 ED 369 737

Causes of College Retention: A Systems Perspective.
12p. 1mf. L1 ED 369 027

Academic Records

Educational Record and Report Forms. Annotated Bibliography of Tests.
22p. 1mf. L1 ED 369 802

Academically Gifted

Gender Differences in Course Selection Criteria: Academically Talented Students in an Intensive Summer Program.
43p. 1mf. L1 ED 369 721

The Reform Movement: Where Do Gifted Students Fit?
47p. 1mf. L1 ED 369 200

Acceleration (Education)

The Postsecondary Enrollment Options Program: A Research Report.
84p. 1mf. L1 ED 369 312

Access to Education

Access and the Special Needs Student. Looking at Literacy Provision.
7p. 1mf. L1 ED 368 852

Beyond the Dead-End Alley of Mass Education.
109p. 0mf. L3 ED 369 873

By Women/For Women: A Beginning Dialogue on Women and Literacy in the United States.
17p. 1mf. L1 ED 368 863

Curriculum Diversity Competitive Grants Project: An Evaluation.
30p. 1mf. L1 ED 369 865

Deaf Education Using Interactive Television.
19p. 1mf. L1 ED 369 598

Divided We Fall: The Declining Chance for College among Minnesota Youth from Low-Income Families and Communities of Color.
22p. 1mf. L1 ED 369 321

Foundations and Contexts of Developmental Education in Higher Education.
70p. 1mf. L1 ED 369 438

The Impact of Rising Tuition on the Low Income and Minority Populations of Arizona.
19p. 1mf. L1 ED 369 433

Learning Disabilities: Learner-Centered Approaches. Training Packet for a Three-Session Workshop. Study of ABE/ESL Instructor Training Approaches.
273p. 3mf. L1 ED 368 943

Serving Homeless Children: The Responsibilities of Educators.
43p. 1mf. L1 ED 369 867

Success Stories. Celebration of Achievement.
28p. 1mf. L1 ED 368 929

Access to Information

Abilities.
15p. 1mf. L1 ED 369 681

The Use of the Computer in the School Art Program.
12p. 1mf. L1 ED 369 689

The Use of Video Disks: Computer Based Analysis of Works of Art.
14p. 1mf. L1 ED 369 687

Art History

The Development of a Psychological Aesthetic: Jay Hambidge & Charles Henry.
17p. 1mf. L1 ED 369 691

Sir Herbert Read and Art Education History.
14p. 1mf. L1 ED 369 686

Articulation (Education)

Building Bridges: Articulating Writing Programs between Two-and Four-Year Colleges.
11p. 1mf. L1 ED 369 348

A Comprehensive Tech Prep Curriculum Model.
34p. 1mf. L2 ED 369 448

Effective Partnership between Public Education and Private Industry.
31p. 1mf. L1 ED 369 437

Improving the Success of Ethnically Diverse Education Majors in Preparation for Transfer and a Career in Teaching.
54p. 1mf. L1 ED 369 457

Methods To Increase the Number of Successful Transfers between Programs by Students in Adult Literacy Programming. A Research Report.
110p. 2mf. L1 ED 368 853

National Tech Prep Demonstration Center Annual Performance Report.
82p. 1mf. L1 ED 369 430

Survey on the Transferability of Associate's Degree to Four-Year Institutions.
11p. 1mf. L1 ED 369 449

The Tech Prep Associate Degree Program Revisited.
11p. 1mf. L1 ED 369 441

Tech Prep Marketing Guide. The Complete Book of Strategies and Practical Experiences.
121p. 2mf. L2 ED 368 965

Tech Prep: A Strategy for School Reform. Fastback 363.
39p. 1mf. L1 ED 368 896

Artists

The Development of a Psychological Aesthetic: Jay Hambidge & Charles Henry.
17p. 1mf. L1 ED 369 691

Passing It On--Folk Artists and Education in Cumberland County, New Jersey.
202p. 3mf. L1 ED 369 671

Asian Americans

Asian and Pacific Americans in Higher Education.
20p. 1mf. L1 ED 369 011

Asian-American Children: What Teachers Should Know. ERIC Digest.
3p. 1mf. L1 ED 369 577

Breaking Barriers: An Asian-American Curriculum Unit.
37p. 1mf. L1 ED 369 861

Assistant Principals

Addressing the Problems of First-Year Assistant Principals.
42p. 1mf. L1 ED 369 179

Assistive Devices (for Disabled)

Strengthening Parents and Families during the Early Childhood
Years.
489p. 6mf. L2 ED 369 557
Supporting the Total Child. Resource Book. Chapter 1 & 2.
Successful Programs 1993-94.
118p. 2mf. L1 ED 369 866
Childrens Libraries

Family Literacy. Information Forum Publication #5.
12p. 1mf. L1 ED 369 394
Childrens Literature

American Families: Not Just Leave It to Beaver.
16p. 1mf. L1 ED 369 103
Annotated Bibliography for Lower Elementary Reading : A
Suggested Bibliography for Students Grades K-3.
74p. 1mf. L1 ED 369 060
Annotated Bibliography for Upper Elementary Reading: A Suggested
Bibliography for Students Grades 3-6.
151p. 2mf. L1 ED 369 061
Introducing Newbery Winners and Honor Books to Hispanic Fourth
and Fifth Graders through a Recreational Reading Program.
78p. 1mf. L1 ED 369 042
Literacy Development in the Early Years: Helping Children Read
and Write. Second Edition.
399p. 0mf. L3 ED 369 048
Literature-Based Social Studies: Children's Books & Activities
To Enrich the K-5 Curriculum.
149p. 0mf. L3 ED 369 708
Childrens Rights

Life in a Democratic Society: A Primary School Civics Course for
Poland.
60p. 1mf. L1 ED 369 683
Chinese

National Workplace Literacy Program. Garment-Related Bilingual
(English and Chinese) Broadcast Lessons. Book 1 and 2.
110p. 2mf. L1 ED 369 305
Role Playing in Foreign Language Teaching: An Application in an
Elementary Chinese Class.
10p. 1mf. L1 ED 369 289
Chinese Americans

Chinese-American Students: A Review of the Literature.
27p. 1mf. L1 ED 369 682
Chinese Culture

Chinese-American Students: A Review of the Literature.
27p. 1mf. L1 ED 369 682
Church Role

Makin' a Life: Parenting in Families of Color.
12p. 1mf. L1 ED 368 870
Why the Religious Right Is Wrong about Separation of Church and
State.
255p. 3mf. L1 ED 369 168
Citizen Participation

Civics for Democracy: A Journey for Teachers and Students.
390p. 0mf. L3 ED 369 700
Participatory Citizenship: A Learned Way of Living.
51p. 1mf. L1 ED 369 676
Taking Part: An Elementary Curriculum in the Participation

79p. 1mf. L1 ED 369 507

Comparative Analysis

The Power of Comparison in Teaching about Constitutionalism, Law, and Democracy.
24p. 1mf. L1 ED 369 727

The Use of Control in Non-Randomized Designs.
10p. 1mf. L1 ED 369 815

Comparative Education

HIPPY: Home Instruction Program for Preschool Youngsters. Proceedings of the HIPPY International Research Seminar (1st, Jerusalem, Israel, December 16-19, 1991).
48p. 1mf. L1 ED 369 481

Policies of Gender and Equal Opportunities in Curriculum Development: Discussing the Situation in Finland and Britain. Research Bulletin 85.
58p. 1mf. L1 ED 369 133

Questions of Quality: in Europe and Beyond. Higher Education Report No. 1.
62p. 1mf. L2 ED 369 343

Review of Sweden's National Evaluation Demonstration Project: Early Childhood Teacher Education.
10p. 1mf. L1 ED 369 480

Compensation (Remuneration)

Administrative Compensation Survey. 1993-94.
123p. 0mf. L3 ED 369 311

Compensatory Education

Chapter 1: Creating Opportunities for Success through Replacement Services. Chapter 1 Replacement Class Collaborative Teaming and Intensive Teaching Time. A Model for Student Success in Newark City Schools.
28p. 1mf. L1 ED 369 863

Chapter 1: Creating Opportunities for Success. Strengthening Instruction for At-Risk Students through In-Class Services.
27p. 1mf. L1 ED 369 847

Compendium of Program Facts and Executive Summaries. 1990-91 Evaluation Reports.
138p. 2mf. L1 ED 369 853

Federal Policy Options for Improving the Education of Low-Income Students. Volume I, Findings and Recommendations.
86p. 1mf. L1 ED 369 843

Federal Policy Options for Improving the Education of Low-Income Students. Volume II, Commentaries.
319p. 4mf. L1 ED 369 844

Federal Policy Options for Improving the Education of Low-Income Students. Volume III. Countering Inequity in School Finance.
58p. 1mf. L1 ED 369 868

School-To-Work: Opportunity or Barrier? ASPIRA Issue Brief.
9p. 1mf. L2 ED 369 852

Special Strategies for Educating Disadvantaged Children. Urban and Suburban/Rural. First Year Report.
343p. 4mf. L1 ED 369 854

Supporting the Total Child. Resource Book. Chapter 1 & 2. Successful Programs 1993-94.
118p. 2mf. L1 ED 369 866

Competence

Administrators' Attitudes toward Cultural Diversity Management: An Empirical Study;
24p. 1mf. L1 ED 369 350

Competency Based Education

Assessment and Decision Making in Two Schools: The Ohio Site. Technical Report No. 596.
32p. 1mf. L1 ED 369 036
Center for Civic and Economic Education (Warsaw).
10p. 1mf. L1 ED 369 685
A Comprehensive Tech Prep Curriculum Model.
34p. 1mf. L2 ED 369 448
The Contradictory College: The Conflicting Origins, Impacts, and Futures of the Community College.
365p. 0mf. L3 ED 369 461
Curricular Changes, Communication Skills, and Cultural Diversity: The Next Generation.
22p. 1mf. L1 ED 369 125
Curriculum Diversity Competitive Grants Project: An Evaluation.
30p. 1mf. L1 ED 369 865
Education for Peace in the Classroom--Curriculum Development Strategies and Materials: A Case Study from Ireland. Peace Education Miniprints No. 24.
19p. 1mf. L1 ED 369 693
Education in Indiana: An Overview. Special Report.
129p. 2mf. L1 ED 369 137
Employment Success for Students with Mild Disabilities: Process and Outcomes.
14p. 1mf. L1 ED 369 235
From Library Skills to Information Literacy: A Handbook for the 21st Century.
167p. 0mf. L3 ED 369 415
From Play Activity toward Learning Activity: Developmental Perspectives in Early Childhood Education.
17p. 1mf. L1 ED 369 477
Higher Education Faculty Institute Multidisciplinary Inservice Model Demonstration Project. Final Report.
984p. 11mf. L1 ED 369 224
Impediments to a Project-Based and Integrated Curriculum: A Qualitative Study of Curriculum Reform.
34p. 1mf. L1 ED 369 185
Inclusive Schools. Topical Bibliography on Inclusive Schools.
216p. 3mf. L1 ED 369 231
Influsing Multicultural Education into Today's Schools. An Annotated Bibliography To Accompany a Special Topical Collection of ERIC Microfiche Intended for Teachers, Administrators, and Librarians.
65p. 1mf. L1 ED 369 703
Interdisciplinary Learning and the Arts: An Annotated Bibliography, July 1993. Second Edition.
33p. 1mf. L1 ED 369 707
Mercer County Community College Workplace Skills Project. Final Evaluation (September 1, 1992-February 28, 1994).
209p. 3mf. L1 ED 368 968
The Meridian Partnership: A Model Workplace Literacy Project and Development Unit. Internal Evaluation Report, Final Report.
67p. 1mf. L1 ED 369 429
A Notebook for Teachers: Making Changes in the Elementary Curriculum. Revised Edition.
83p. 1mf. L1 ED 369 532
The P-12 Experience of Students: In What Ways Can It Be a Quality Experience?
25p. 1mf. L1 ED 369 158
Planning for International Business Programs: The Resources, Concepts, Strategies, and Practices.
17p. 1mf. L1 ED 368 909
Policies of Gender and Equal Opportunities in Curriculum Development: Discussing the Situation in Finland and Britain. Research Bulletin 85.

Doctoral Dissertations

A Love/Hate Relationship: Dissertation Topic to Doctoral Committee.
11p. 1mf. L1 ED 369 319

Self-Directed Learning Dissertation Abstracts 1966-1991.
326p. 0mf. L3 ED 368 919

Doctoral Programs

African-American Women and Doctoral Study: Three Case Studies.
14p. 1mf. L1 ED 369 737

Documentation

Documentation.
55p. 1mf. L1 ED 368 982

Drafting

A Comparison of the Effectiveness between Computer Aided Drafting and the Traditional Drafting Techniques as Methods of Teaching Pictorial and Multiview Drawings.
23p. 1mf. L1 ED 368 935

Drama

Power, Patriarchy, and Punishment in Shakespeare's "Othello."
11p. 1mf. L1 ED 369 095

Drinking

The Effects of Alcohol on Intentions to Drink and Drive.
13p. 1mf. L1 ED 369 012

A Study To Explore the Inter-Relationships among Factors Affecting Substance Abuse of Secondary School Students.
29p. 1mf. L1 ED 369 010

Driving While Intoxicated

The Effects of Alcohol on Intentions to Drink and Drive.
13p. 1mf. L1 ED 369 012

Dropout Characteristics

Garland County Community College Non-Returning Student Survey.
132p. 2mf. L1 ED 369 462

Dropout Prevention

Causes of College Retention: A Systems Perspective.
12p. 1mf. L1 ED 369 027

A Family Systems Approach to the Problem of Truancy.
16p. 1mf. L1 ED 369 030

Keeping High-Risk Chicano Students in School: Lessons from a Los Angeles Middle School Dropout Prevention Program.
56p. 1mf. L1 ED 369 582

Dropout Rate

Divided We Fall: The Declining Chance for College among Minnesota Youth from Low-Income Families and Communities of Color.
22p. 1mf. L1 ED 369 321

The State of Human Capital in the U.S. South: 1980-90.
44p. 1mf. L1 ED 369 642

Dropout Research

Dropout Study 1992-93. An Approved Report of the Department of Evaluation, Testing, and Research.
55p. 1mf. L1 ED 369 023

Dropouts

Education, 1749-1990s.
17p. 1mf. L1 ED 369 695

Educational Planning

From Library Skills to Information Literacy: A Handbook for the 21st Century.
167p. 0mf. L3 ED 369 415

Higher Education: Handbook of Theory and Research. Volume IX.
498p. 0mf. L3 ED 369 342

Higher Education: Handbook of Theory and Research. Volume VI.
527p. 0mf. L3 ED 369 339

Higher Education: Handbook of Theory and Research. Volume VII.
482p. 0mf. L3 ED 369 340

Higher Education: Handbook of Theory and Research. Volume VIII.
482p. 0mf. L3 ED 369 341

Planning Responsibly for Adult Education. A Guide to Negotiating Power and Interests. Jossey-Bass Higher and Adult Education Series.
208p. 0mf. L3 ED 368 927

Educational Policy

Adult Community Education. National Policy.
27p. 1mf. L1 ED 368 861

At-Risk Students: Portraits, Policies, Programs, and Practices.
440p. 0mf. L3 ED 369 849

Can "All" Ever Really Mean "All" in Defining and Assessing Student Outcomes? Synthesis Report 5.
18p. 1mf. L1 ED 369 226

The Center for Research in Educational Policy: Development and Status.
16p. 1mf. L1 ED 369 382

Education and Cultural Development: Policies and Practices in the Africa Region.
20p. 1mf. L1 ED 369 704

The Education of Girls: Policy, Research and the Question of Gender. Australian Education Review No. 35.
131p. 0mf. L3 ED 369 719

Educational Professionals' Understanding of the Inclusion Model of Special Education.
17p. 1mf. L2 ED 369 244

Higher Education in the Northwest Territories: Different Systems, Different Perspectives.
72p. 1mf. L1 ED 369 427

The History of Education in North Carolina.
29p. 1mf. L1 ED 369 713

Improving Higher Education in Developing Countries. EDI Seminar Series.
85p. 1mf. L2 ED 369 366

Language Policy, Literacy, and Culture. Roundtable Discussion from the International Conference on Education (43rd, Geneva, Switzerland, September 18, 1992).
66p. 1mf. L1 ED 369 293

Policies of Gender and Equal Opportunities in Curriculum Development: Discussing the Situation in Finland and Britain. Research Bulletin 85.
58p. 1mf. L1 ED 369 133

The Postsecondary Enrollment Options Program: A Research Report.
84p. 1mf. L1 ED 369 312

The Realities of Curriculum Management.
7p. 1mf. L1 ED 368 898

Remarks by the President to American Council on Education.
12p. 1mf. L1 ED 369 346

School Library Policy Statement. Revised.
8p. 1mf. L1 ED 369 396

for the Mission of Community Colleges.
32p. 1mf. L1 ED 369 424

Teacher Education Pipeline III: Schools, Colleges, and Departments of Education Enrollments by Race, Ethnicity, and Gender.
103p. 2mf. L1 ED 369 780

Entrepreneurship

European Seminar: "New Training Models and Strategies for SMEs in Europe" (Valencia, Spain, October 4-5, 1993).
17p. 1mf. L1 ED 368 912

Intergenerational Entrepreneurship in an Educational Setting.
9p. 1mf. L1 ED 369 597

Environment

Safe Environments for Our Children: The Home, the School, and the Community.
9p. 1mf. L2 ED 369 515

Environmental Education

Linking Culture and Environment: What Can the Anasazi Tell Us?
27p. 1mf. L1 ED 369 679

Environmental Influences

Food & Environment. Teaching Global Issues.
10p. 1mf. L1 ED 369 673

Equal Education

Beyond the Dead-End Alley of Mass Education.
109p. 0mf. L3 ED 369 873

Bigotry, Prejudice, and Hatred: Definitions, Causes, and Solutions. Contemporary Issues Series.
243p. 0mf. L3 ED 369 874

Can "All" Ever Really Mean "All" in Defining and Assessing Student Outcomes? Synthesis Report 5.
18p. 1mf. L1 ED 369 226

The Challenge for Site-Based Decision Making Councils: Making Quality Preschool Education Accessible to Language Minority Students.
8p. 1mf. L1 ED 369 545

Chicago School Reform: The Nature and Origin of Basic Assumptions. Research and Policy Analysis Series No. 7.
73p. 1mf. L1 ED 369 870

Curriculum Diversity Competitive Grants Project: An Evaluation.
30p. 1mf. L1 ED 369 865

The Education of Girls: Policy, Research and the Question of Gender. Australian Education Review No. 35.
131p. 0mf. L3 ED 369 719

Equity Issues in the Multicultural British Education System: Focus on a Group of Working Class Students That Reject the Limited Educational Opportunities in the Education System.
13p. 1mf. L1 ED 369 696

Federal Policy Options for Improving the Education of Low-Income Students. Volume II, Commentaries.
319p. 4mf. L1 ED 369 844

Federal Policy Options for Improving the Education of Low-Income Students. Volume III. Countering Inequity in School Finance.
58p. 1mf. L1 ED 369 868

Gender Equity. IDRA Forum.
21p. 1mf. L1 ED 369 639

Learning Disabilities: Learner-Centered Approaches. Training Packet for a Three-Session Workshop. Study of ABE/ESL Instructor Training Approaches.
273p. 3mf. L1 ED 368 943

Argumentation in First-Year Composition.
15p. 1mf. L1 ED 369 094

ull Day Half Day Schedules

Full-day Versus Half-day Kindergarten: An Experimental Study.
14p. 1mf. L1 ED 369 540

Functional Literacy

Verifying Applied Literacy Skills (VALS) in ABE Programs.
90p. 1mf. L1 ED 368 887

Fund Raising

Funding Crisis Forces Action in Michigan. Policy Seminars.
13p. 1mf. L1 ED 369 136

Furniture Arrangement

The Effects of Three Seating Arrangements on Teachers' Use of Selective Interactive Verbal Behaviors.
26p. 1mf. L1 ED 369 757

Fused Curriculum

Topics for Lehigh County Seniors.
77p. 1mf. L1 ED 368 886

Futures (of Society)

A Framework for Fundamental Change in the Community College: Creating a Culture of Responsiveness.
34p. 1mf. L1 ED 369 432

New Directions in Career Planning and the Workplace. Practical Strategies for Counselors.
198p. 0mf. L3 ED 368 854

Remarks by the President to American Council on Education.
12p. 1mf. L1 ED 369 346

General Education

Human Sciences, Languages, and Education. Financial Assistance for Study after Standard 10.
92p. 1mf. L1 ED 369 334

Geography

Destination: Cameroon. Study Guide.
62p. 1mf. L2 ED 369 711

A World of Maps and Travel. An Interdisciplinary Curriculum and Resource Packet Designed for Secondary Students.
40p. 1mf. L1 ED 369 725

Geography Instruction

Hokule'a: A Guide to Educational Resources.
22p. 1mf. L2 ED 369 670

Geometry

Geometry. Annotated Bibliography of Tests.
38p. 1mf. L1 ED 369 785

German

Bilingual Information Processing--Autonomous Learning and Cross-Cultural Negotiating--the European Monetary Union Project at Aston University.
10p. 1mf. L1 ED 369 263

German - Foreign Language. Annotated Bibliography of Tests.
13p. 1mf. L1 ED 369 786

Teaching for Oral Proficiency in German: A Teacher's Manual To Accompany Foreign Language Master Curriculum.
117p. 2mf. L1 ED 369 298

New Ideas about Self-Directed Learning.
246p. 0mf. L3 ED 368 924

Nutrition: Eating for Better Health. Student Workbook. Health Promotion for Adult Literacy Students: An Empowering Approach.
57p. 1mf. L1 ED 368 954

Self-Directed Learning Dissertation Abstracts 1966-1991.
326p. 0mf. L3 ED 368 919

Self-Directed Learning: Application and Research.
400p. 0mf. L3 ED 368 922

Self-Directed Learning: Consensus & Conflict.
296p. 0mf. L3 ED 368 918

Self-Directed Learning: Emerging Theory & Practice.
135p. 0mf. L3 ED 368 916

Self-Study Centre: Help, Fun, and Interdependence.
6p. 1mf. L1 ED 369 255

Sexual Abuse: Facts for Discussion, Prevention, and Management. Student Workbook. Health Promotion for Adult Literacy Students: An Empowering Approach.
42p. 1mf. L1 ED 368 955

Indexes

Resources in Education (RIE). Volume 29, Number 9.
0p. 0mf. L2 ED 368 851

Individual Characteristics

College As a Transition Option for Students with Learning Disabilities.
8p. 1mf. L1 ED 369 637

Individual Counseling

Ten Guidelines for Effective Counseling.
11p. 1mf. L1 ED 369 007

Individual Development

Becoming a Teacher: The Contribution of Teacher Education.
45p. 1mf. L1 ED 369 769

Coaching for Accomplishment. Project APIP.
21p. 1mf. L1 ED 369 213

Effective Board Participation.
127p. 0mf. L3 ED 369 315

Ma, Pa, School Folks and Kids: Working a Patchwork to a Complete "Heart."
11p. 1mf. L1 ED 369 623

Mythical Structures in Community Vision.
19p. 1mf. L1 ED 369 122

A Notebook for Teachers: Making Changes in the Elementary Curriculum. Revised Edition.
83p. 1mf. L1 ED 369 532

Success Stories. Celebration of Achievement.
28p. 1mf. L1 ED 368 929

Understanding Teacher Development.
243p. 0mf. L3 ED 369 784

Individual Differences

Full-day Versus Half-day Kindergarten: An Experimental Study.
14p. 1mf. L1 ED 369 540

Individualism

Mythical Structures in Community Vision.
19p. 1mf. L1 ED 369 122

Individualized Education Programs

Building Positive Relationships on the Border with Parents of Special Students: Effective Practices for the I.E.P.

81p. 1mf. L2 ED 369 032
Using Informal Knowledge in Formal Domains: Intuitions and Notations Sometimes Clash.
44p. 1mf. L1 ED 369 822
Junior High Schools

Exploratory Programing in Georgia's Middle Schools.
9p. 1mf. L1 ED 369 538
Juvenile Gangs

Preventing Youth Violence and Aggression and Promoting Safety in Schools.
27p. 1mf. L1 ED 368 989
Juvenile Justice

National Survey of Reading Programs for Incarcerated Juvenile Offenders.
61p. 1mf. L1 ED 369 047
Kindergarten

A Crosscultural, Ethnographical and Comparative Study of One Danish and One American Kindergarten Plus the Psychological Development of These Danish and American 6 Year Old Children.
24p. 1mf. L1 ED 369 478
Early Childhood and Pre-School Education in Denmark.
18p. 1mf. L1 ED 369 525
Engineering the Classroom To Promote Inclusion.
7p. 1mf. L1 ED 369 614
Full-day Versus Half-day Kindergarten: An Experimental Study.
14p. 1mf. L1 ED 369 540
Kindergarten Children

The Collaborative Nature of Language Learning and Meaning Making in Mexican-American Bilingual Kindergarteners' Storybook Discussions.
32p. 1mf. L2 ED 369 261
Full-day Versus Half-day Kindergarten: An Experimental Study.
14p. 1mf. L1 ED 369 540
Kindergartners' Self-Concepts and Perceptions of Peer Interactions.
18p. 1mf. L1 ED 369 520
LAP Reading Program: Every Child a Reader. UKERA Occasional Papers #0006.
45p. 1mf. L1 ED 369 550
Observations of Instructional Time in Kindergarten Classrooms: Suggestions for Improvement.
13p. 1mf. L1 ED 369 522
Knowledge Level

Educational Professionals' Understanding of the Inclusion Model of Special Education.
17p. 1mf. L2 ED 369 244
Model Standards for Beginning Teacher Licensing and Development: A Resource for State Dialogue. Draft for Comments.
44p. 1mf. L1 ED 369 767
A Study of Faculty Awareness of Students with Disabilities.
27p. 1mf. L1 ED 369 208
Use of Technology by Undergraduate Elementary Education Majors.
11p. 1mf. L1 ED 369 743
Labor Education

The Cafeteria Workers' Skills Enhancement Training Program. Performance Report.
22p. 1mf. L1 ED 368 957

Sexual Abuse: Facts for Discussion, Prevention, and Management. Student Workbook. Health Promotion for Adult Literacy Students: An Empowering Approach.
42p. 1mf. L1 ED 368 955

Software Buyer's Guide. 1993 Edition.
74p. 1mf. L1 ED 368 903

Staff Orientation Manual for Adult Basic and Literacy Education Providers. Final Report.
159p. 2mf. L1 ED 368 884

Stress Management.
31p. 1mf. L1 ED 368 974

Telecommunications in the Workplace.
31p. 1mf. L1 ED 368 975

Time Management.
47p. 1mf. L1 ED 368 976

Verifying Applied Literacy Skills (VALS) in ABE Programs.
90p. 1mf. L1 ED 368 887

Visual Literacy: A Neglected Component. Final Report.
52p. 1mf. L1 ED 368 888

Worlds of Literacy. The Language and Education Library 5.
284p. 0mf. L3 ED 369 307

Literary Criticism

Philosophy, Rhetoric, Literacy Criticism: (Inter)views.
260p. 0mf. L3 ED 369 089

Literary Devices

The University of Mississippi Studies in English (1990), New Series Volume VIII.
263p. 0mf. L3 ED 369 105

Literary Styles

The University of Mississippi Studies in English (1990), New Series Volume VIII.
263p. 0mf. L3 ED 369 105

Literature Appreciation

Changing Classroom Practices: Resources for Literary and Cultural Studies. Refiguring English Studies.
336p. 4mf. L1 ED 369 104

Introducing Newbery Winners and Honor Books to Hispanic Fourth and Fifth Graders through a Recreational Reading Program.
78p. 1mf. L1 ED 369 042

Sociocognitive Conflict in Peer-Led and Teacher-Led Discussions of Literature. Reading Research Report No. 12.
50p. 1mf. L1 ED 369 069

Tell Me: Children, Reading & Talk.
130p. 2mf. L1 ED 369 064

Trends and Issues in English Instruction, 1993--Six Summaries. Summaries of Informal Annual Discussions of the Commissions of the National Council of Teachers of English.
18p. 1mf. L1 ED 369 083

Long Range Planning

Collaborative Learning Strategies for the 90s in the Development of Institutional Effectiveness.
10p. 1mf. L1 ED 369 456

Educational Plant Survey, The Florida State University, March 15-19, 1993.
161p. 2mf. L1 ED 369 317

Staffing Systems of Care for Children and Families: A Report of the Southern Human Resource Development Consortium for Mental Health on Workforce Issues Related to Community-Based Service Delivery for Children and Adolescents with Serious Emotional

Differences between Algorithmic and Conceptual Problem Solving by Nonscience Majors in Introductory Chemistry.
31p. 1mf. L1 ED 369 649

Nonprint Media

Introduction to SmartBooks. Report 23-93.
25p. 1mf. L1 ED 369 402

The Pedagogy of Hypertext.
14p. 1mf. L1 ED 369 126

Nontraditional Education

Alternative Certification in Special Education: A Qualitative Study of Two Models.
9p. 1mf. L1 ED 369 603

Assessment and Decision Making in Two Schools: The Ohio Site. Technical Report No. 596.
32p. 1mf. L1 ED 369 036

Sex Equity. Single Parents, Displaced Homemakers, Single Pregnant Women's Projects. Directory FY-1994.
80p. 1mf. L1 ED 368 871

Stemming Teacher Turnover in Rural Settings: An Alternative Approach.
12p. 1mf. L1 ED 369 618

Survey Assessment of Paideia Teachers Perceptions Concerning Professional Staff Development.
19p. 1mf. L1 ED 369 742

Nontraditional Occupations

Sex Equity. Single Parents, Displaced Homemakers, Single Pregnant Women's Projects. Directory FY-1994.
80p. 1mf. L1 ED 368 871

Nontraditional Students

Effective Methods of Recruiting Occupational Students in the North Carolina Community College System.
36p. 1mf. L1 ED 369 460

Financing Nontraditional Students: A Seminar Report.
96p. 1mf. L1 ED 369 423

Problems in Encoding and Retrieval Encountered by Nontraditional Students.
17p. 1mf. L1 ED 368 956

Nonverbal Communication

Differential Predictions in Nonverbal and Verbal Communications for African American Students.
13p. 1mf. L1 ED 369 110

Nonverbal Tests

Non-Verbal Aptitude. Annotated Bibliography of Tests.
29p. 1mf. L1 ED 369 831

Norm Referenced Tests

Annual Report on Student Achievement 1992-93. Publication Number 92.30.
73p. 1mf. L1 ED 369 823

Districtwide Norm-Referenced and Criterion-Referenced Tests Results, 1993: An Exploratory Data Analysis of the Relationship between Achievement and Absenteeism in New Orleans Public Schools.
30p. 1mf. L1 ED 369 819

Normalization (Disabilities)

A Comparison of Leisure and Recreational Activities for Adults with and without Mental Retardation.

35p. 1mf. L2 ED 369 876

Play

Children's Special Places: Exploring the Role of Forts, Dens, and Bush Houses in Middle Childhood.
168p. 2mf. L2 ED 369 558

The Complete Playground Book.
192p. 0mf. L3 ED 369 565

A Crosscultural, Ethnographical and Comparative Study of One Danish and One American Kindergarten Plus the Psychological Development of These Danish and American 6 Year Old Children.
24p. 1mf. L1 ED 369 478

A Descriptive Study of Multicultural Elementary Student Playground Behaviors and Their Relationship to Gender, Age, Race and Socioeconomic Status.
34p. 1mf. L1 ED 369 521

From Play Activity toward Learning Activity: Developmental Perspectives in Early Childhood Education.
17p. 1mf. L1 ED 369 477

Resource Rooms for Children: An Innovative Curricular Tool. ERIC Digest.
3p. 1mf. L1 ED 369 576

Playground Activities

The Complete Playground Book.
192p. 0mf. L3 ED 369 565

A Descriptive Study of Multicultural Elementary Student Playground Behaviors and Their Relationship to Gender, Age, Race and Socioeconomic Status.
34p. 1mf. L1 ED 369 521

Playgrounds

The Complete Playground Book.
192p. 0mf. L3 ED 369 565

Poetry

Anthology of Inmate Art. Special Demonstration Project.
56p. 1mf. L1 ED 368 873

Policy Analysis

Sociopolitical Analyses.
108p. 2mf. L1 ED 369 665

Policy Formation

The Culture of School Violence.
13p. 1mf. L1 ED 369 730

Federal Policy Options for Improving the Education of Low-Income Students. Volume II, Commentaries.
319p. 4mf. L1 ED 369 844

Federal Policy Options for Improving the Education of Low-Income Students. Volume III. Countering Inequity in School Finance.
58p. 1mf. L1 ED 369 868

Information Infrastructure Sourcebook.
838p. 0mf. L3 ED 369 390

Political Influences

Sociopolitical Analyses.
108p. 2mf. L1 ED 369 665

Politics of Education

Changing Classroom Cultures: Anti-Racism, Politics and Schools.
168p. 0mf. L3 ED 369 180

The History of Education in North Carolina.
29p. 1mf. L1 ED 369 713

Special Strategies for Educating Disadvantaged Children. Urban and Suburban/Rural. First Year Report.
343p. 4mf. L1 ED 369 854

Program Improvement

Funding Vocational Education. A Study To Enhance Employability Standards of Students in New Mexico.
133p. 2mf. L1 ED 368 962

Learning Enhancement for Adults with Disabilities. LEAD 2000 Congress Proceedings (Little Rock, Arkansas, January 29-31, 1993).
59p. 1mf. L1 ED 368 857

Methods To Increase the Number of Successful Transfers between Programs by Students in Adult Literacy Programming. A Research Report.
110p. 2mf. L1 ED 368 853

Partners in Creating a 21st Century Head Start. Hearing on Detailing the Recommendations Made in the Report of the Committee on Head Start Quality and Expansion in Preparation for the 1994 Head Start Reauthorization Process, before the Committee on Laborand Human Resources. United States Senate. One Hundred Third Congress, First Session.
63p. 1mf. L1 ED 369 566

Placement of Courses within Disciplines and 1996 Discipline Review and Timeline.
15p. 1mf. L1 ED 369 443

Planning for Life: Career Planning Excellence in America, A National Policy Forum (Washington, D.C., August 4, 1993). Recognition Program: Summer 1994.
10p. 1mf. L1 ED 368 859

Professional Development for Technology Education: Results of a National Study.
40p. 1mf. L1 ED 368 937

A Study To Determine the Attitudes of Advisors Regarding the Future Direction of the Michigan Association of FHA/HERO. Final Report.
51p. 1mf. L1 ED 368 939

Tennessee's Education Policy: A Mid-Course Assessment.
17p. 1mf. L1 ED 369 731

Program Validation

Becoming a Teacher: The Contribution of Teacher Education.
45p. 1mf. L1 ED 369 769

The Commission d'evaluation de l'enseignement collegial: Its Mission and Directions (La Commission d'evaluation de l'enseignement collegial: Sa mission et ses orientations).
23p. 1mf. L1 ED 369 434

Evaluating Institutional Policies on the Evaluation of Student Achievement: General Guidelines.
23p. 1mf. L1 ED 369 435

Evaluating Programs of Studies: General Guidelines.
20p. 1mf. L1 ED 369 436

Procedures for the Evaluation of Teacher Education Programs.
33p. 1mf. L1 ED 369 763

Property Taxes

Embedding Participation in Educational Finance Strategy: New Representations.
12p. 1mf. L1 ED 369 130

Funding Crisis Forces Action in Michigan. Policy Seminars.
13p. 1mf. L1 ED 369 136

Prosocial Behavior

Fostering Peace: A Comparison of Conflict Resolution Approaches

Maternal Separation Anxiety as a Determinant of Role Satisfaction.
23p. 1mf. L1 ED 369 014

Role of Education

Assessment Issues in Higher Education.
88p. 1mf. L1 ED 369 370

The Contribution of Education to Cultural Development.
26p. 1mf. L1 ED 369 699

The Contribution of Education to Culture Development in Asia and the Pacific.
9p. 1mf. L1 ED 369 705

Education and Cultural Development: Policies and Practices in the Africa Region.
20p. 1mf. L1 ED 369 704

Ideal Ends: John Dewey's Later Vision for Education.
32p. 1mf. L1 ED 369 755

Multiculturalism: Implications for Outdoor and Conservation Educators.
39p. 1mf. L1 ED 369 584

New Cultural Dimensions and New Educational Approaches: Problems and Perspectives.
11p. 1mf. L1 ED 369 698

Politics and the Schools.
117p. 2mf. L1 ED 369 663

Remarks by the President to American Council on Education.
12p. 1mf. L1 ED 369 346

The Suburbanization of America and the Future of Hunting and Fishing: How To Get People Back in Touch with the Land, or, Rurbanites: The Problem of Keeping Two Roosters in the Same Henhouse.
19p. 1mf. L1 ED 369 583

Role Playing

Role Playing in Foreign Language Teaching: An Application in an Elementary Chinese Class.
10p. 1mf. L1 ED 369 289

Rural Areas

Assessing the Need, Acceptability, and Available Resources for Adult Literacy Staff Development through Distance Education in Rural Pennsylvania and Recommended Models To Meet the Needs.
97p. 2mf. L1 ED 368 874

Child Care for Young Children with Disabilities.
9p. 1mf. L1 ED 369 593

The Project GAIN Report: Connecting Rural Public Libraries to the Internet.
103p. 2mf. L2 ED 369 409

Regionalized Parent and Staff Development: The Rural California Model (RRCM).
8p. 1mf. L1 ED 369 631

Rural Development

Association for International Agricultural and Extension Education 1994 Conference Papers. Annual Conference (10th, Arlington, Virginia, March 24-26, 1994).
473p. 5mf. L1 ED 368 914

Rural Education

The ACCK Preservice Early Intervention Project. Final Report.
156p. 2mf. L1 ED 369 199

Career Ladder Approach to Training for Community Facilities Personnel and Paraeducators in the State of North Dakota.
11p. 1mf. L1 ED 369 591

Male and Female Self-Esteem.
19p. 1mf. L1 ED 369 022

Correcting Impaired Student Self-Concepts: An Instructional Leadership Strategy for Teachers and Principals.
23p. 1mf. L1 ED 369 765

Moral Development: Making the Connection between Choices, Responsibility and Self-Esteem.
14p. 1mf. L2 ED 369 555

The Role of Work Identity in Women's Adjustment to Divorce.
15p. 1mf. L1 ED 369 016

Self-Esteem in the Foreign Language Classroom: Activities That Do More Than Teach.
16p. 1mf. L1 ED 369 267

Self Evaluation (Groups)

Curriculum and Program Evaluation. Annotated Bibliography of Tests.
67p. 1mf. L1 ED 369 803

Self-Assessment for Campus Information Technology Services. Professional Paper Series, #12.
32p. 1mf. L1 ED 369 357

Self Evaluation (Individuals)

Early Alert: A Report on Two Pilot Projects at Antelope Valley College.
49p. 1mf. L1 ED 369 452

The Effect of Self-Recording and Self-Recording Plus Self-Reinforcement on Spelling Achievement.
30p. 1mf. L1 ED 369 190

Moral Development. Annotated Bibliography of Tests.
26p. 1mf. L1 ED 369 834

Self-Monitoring: An Alternative to Daily Point Sheets.
21p. 1mf. L1 ED 369 253

Self Management

The Effect of Self-Recording and Self-Recording Plus Self-Reinforcement on Spelling Achievement.
30p. 1mf. L1 ED 369 190

Stress Management.
31p. 1mf. L1 ED 368 974

Self Motivation

Keeping Spirits High: Renewing Our Commitment to Education.
35p. 1mf. L1 ED 369 151

Motivation To Learn: From Theory to Practice. Second Edition.
292p. 0mf. L3 ED 369 773

Self Supporting Students

Ways and Means: How Minnesota Families Pay for College.
188p. 2mf. L1 ED 369 327

Sensitivity Training

Multicultural Sensitivity: A Principal's Reference Guide.
59p. 1mf. L1 ED 369 171

Sensory Training

Infant Memory for Primitive Perceptual Features.
12p. 1mf. L1 ED 369 483

Sentence Structure

Structural Limits on Verb Mapping.
18p. 1mf. L1 ED 369 497

Separation Anxiety

Virginia. Final Technical Report.
261p. 3mf. L1 ED 369 207

State Data Collection and Monitoring Procedures Regarding Overrepresentation of Minority Students in Special Education. Project FORUM.
20p. 1mf. L1 ED 369 247

Survey on the Transferability of Associate's Degree to Four-Year Institutions.
11p. 1mf. L1 ED 369 449

Teacher Education Policy in the States: A 50-State Survey of Legislative and Administrative Actions.
82p. 1mf. L1 ED 369 771

Tennessee's Education Policy: A Mid-Course Assessment.
17p. 1mf. L1 ED 369 731

State Surveys

Child Care Connections-NS: Three Years of Development and Our Commitment to Children, Parents, Colleagues, and Community.
35p. 1mf. L1 ED 369 528

Exploratory Programing in Georgia's Middle Schools.
9p. 1mf. L1 ED 369 538

West Virginia Kids Count Data Book: 1993 County Profiles of Child Well-Being.
185p. 2mf. L1 ED 369 524

State Universities

Administrative Flexibility Granted to the University of Hawaii and the Department of Education. Final Report to the Governor and the Legislative of the State of Hawaii.
32p. 1mf. L1 ED 369 166

Educational Plant Survey, The Florida State University, March 15-19, 1993.
161p. 2mf. L1 ED 369 317

Statewide Planning

D.U.C.K. Walking.
149p. 2mf. L1 ED 369 776

Statistical Data

Statistical Annex: National Report on Schooling in Australia, 1991.
94p. 1mf. L1 ED 369 667

Stereotypes

To Live in a Multicultural World.
65p. 0mf. L3 ED 369 668

Stopouts

Survey Report, 1992-93 Non-Returning Students.
11p. 1mf. L1 ED 369 473

Story Reading

The Collaborative Nature of Language Learning and Meaning Making in Mexican-American Bilingual Kindergarteners' Storybook Discussions.
32p. 1mf. L2 ED 369 261

A Read Aloud Program That Encourages Parent Participation in Schools.
8p. 1mf. L1 ED 369 596

Story Telling

Teaching and Storytelling: A "Foxfire" Approach.
8p. 1mf. L1 ED 369 129

Strategic Planning

Teacher Attitudes

Changing Lives: Report of the Implementation of the Reading Recovery Program on the North Coast, NSW, 1991.	130p.	2mf.	L1	ED 369 051
Coping with Teacher Resistance: Insights from INSET Programmes.	15p.	1mf.	L1	ED 369 279
Feedback in L2 Writing.	7p.	1mf.	L1	ED 369 287
Impediments to a Project-Based and Integrated Curriculum: A Qualitative Study of Curriculum Reform.	34p.	1mf.	L1	ED 369 185
In-Service Chemistry Teachers Training: The Impact of Introducing Computer Technology on Teachers' Attitudes.	18p.	1mf.	L1	ED 369 646
Inclusionary Programs for Children with Language and/or Learning Disabilities: Issues in Teacher Readiness.	14p.	1mf.	L1	ED 369 251
Inclusive Education for All Students.	9p.	1mf.	L1	ED 369 619
Inclusive Education in Billings, Montana: A Prototype for Rural Schools.	6p.	1mf.	L1	ED 369 636
Language Teacher Education in a Fast-Changing World. Anthology Series 29. Selected Papers from a Seminar on Language Teacher Education in a Fast-Changing World (April 1992).	171p.	2mf.	L1	ED 369 274
National Survey of Reading Programs for Incarcerated Juvenile Offenders.	61p.	1mf.	L1	ED 369 047
Organizing for Effective Reading Instruction. ERIC Digest.	3p.	1mf.	L1	ED 369 034
Perspectives on Interdisciplinary Education. A Focus Group Study Conducted at the Minnesota Center for Arts Education.	46p.	1mf.	L1	ED 369 706
Planning a TEFL Education Program: Policies, Perspectives and Promise.	27p.	1mf.	L1	ED 369 281
Portfolio Assessment in Teacher Evaluation: A Comparison of the Perspectives of General and Special Education Administrators and Teachers.	14p.	1mf.	L1	ED 369 604
School Based Improvement: Changes in AISD, 1992-93. Publication Number 93.32.	45p.	1mf.	L1	ED 369 824
School Responses to State-Level Restructuring Legislation.	58p.	1mf.	L1	ED 369 176
Self-Study Centre: Help, Fun, and Interdependence.	6p.	1mf.	L1	ED 369 255
Service Delivery Models and Students with Emotional Disabilities and Behavior Disorders: A Rural Perspective.	14p.	1mf.	L1	ED 369 608
Special Education Program Standards Study. Commonwealth of Virginia. Final Technical Report.	261p.	3mf.	L1	ED 369 207
A Study of Faculty Awareness of Students with Disabilities.	27p.	1mf.	L1	ED 369 208
A Study To Determine the Attitudes of Advisors Regarding the Future Direction of the Michigan Association of FHA/HERO. Final Report.	51p.	1mf.	L1	ED 368 939
Survey Assessment of Paideia Teachers Perceptions Concerning Professional Staff Development.	19p.	1mf.	L1	ED 369 742

107p. 2mf. L1 ED 368 865

Test Validity

Alternative Assessment Measures in Adult Basic Education Programs (Adult Informal Measures: AIM).
107p. 2mf. L1 ED 368 865

Text Structure

The Pedagogy of Hypertext.
14p. 1mf. L1 ED 369 126

Textbook Content

History Textbooks: A Standard and Guide. 1994-95 Edition.
64p. 1mf. L1 ED 369 709

Textbooks as Canon: The Relationship between Introductory Textbooks and Scholarly Discourse.
11p. 1mf. L1 ED 369 124

Textbook Evaluation

History Textbooks: A Standard and Guide. 1994-95 Edition.
64p. 1mf. L1 ED 369 709

Speech Acts Used in Business Meetings (And Elsewhere).
18p. 1mf. L1 ED 369 271

A Teacher's Guide to Choosing a Secondary Foreign Language Textbook.
9p. 1mf. L2 ED 369 269

Textbooks as Canon: The Relationship between Introductory Textbooks and Scholarly Discourse.
11p. 1mf. L1 ED 369 124

Textbook Selection

A Teacher's Guide to Choosing a Secondary Foreign Language Textbook.
9p. 1mf. L2 ED 369 269

Textbook Standards

History Textbooks: A Standard and Guide. 1994-95 Edition.
64p. 1mf. L1 ED 369 709

Textbooks

Content Area Reading: An Integrated Approach. Fourth Edition.
370p. 0mf. L3 ED 369 049

Reading in the Content Areas: Improving Classroom Instruction. Third Edition.
478p. 0mf. L3 ED 369 050

Studies in Empowerment.
112p. 2mf. L1 ED 369 664

Theater Arts

Guide d'enseignement: Art dramatique, Secondaire, Deuxieme cycle (Instructional Guide: Theater Arts, Secondary Schools, Second Cycle).
312p. 4mf. L1 ED 369 121

Thematic Approach

Children Exploring Their World: Theme Teaching in Elementary School.
295p. 0mf. L3 ED 369 096

Gender at the Base of World History.
14p. 1mf. L1 ED 369 678

Theories

Three Models for Teaching and Learning.
17p. 1mf. L1 ED 369 752

Going to War? Bosnia and Beyond. A Study Circle Discussion Program.
44p. 1mf. L1 ED 369 669

Origins of Ethnic Strife.
16p. 1mf. L1 ED 368 999

Writing (Composition)

The Beginnings of Writing. Third Edition.
283p. 0mf. L3 ED 369 091

Beyond the Formula: Students Becoming Writers.
14p. 1mf. L1 ED 369 082

Breaking the Blame Cycle: A Small Partnership between Preservice Writing Teachers and Elementary Classrooms.
15p. 1mf. L1 ED 369 098

Philosophy, Rhetoric, Literacy Criticism: (Inter)views.
260p. 0mf. L3 ED 369 089

Process and Social Aspects of Writing: Theory and Classroom Application.
19p. 1mf. L1 ED 369 288

Teaching and Assessing Writing: Recent Advances in Understanding, Evaluating, and Improving Student Performance. Second Edition, Revised and Expanded.
351p. 0mf. L3 ED 369 090

Teaching and Storytelling: A "Foxfire" Approach.
8p. 1mf. L1 ED 369 129

Writing Achievement

Conventions of Language Study--English 30 Diploma Examinations January and June 1993. Major Assignment: Literature Composition 3-Satisfactory on Matters of Convention.
32p. 1mf. L1 ED 369 092

Writing Assignments

Students as Satirists: Encouraging Critique and Comic Release.
14p. 1mf. L1 ED 369 099

Teaching and Assessing Writing: Recent Advances in Understanding, Evaluating, and Improving Student Performance. Second Edition, Revised and Expanded.
351p. 0mf. L3 ED 369 090

Writing Attitudes

Re-Negotiating Authority in Composition: Student-Led Discussions and the Interpretation of Text.
16p. 1mf. L1 ED 369 093

Writing Evaluation

Collaborative Development of a Cohesive, Systematic Writing Evaluation Model for Grades 6-12.
63p. 1mf. L2 ED 369 078

Conventions of Language Study--English 30 Diploma Examinations January and June 1993. Major Assignment: Literature Composition 3-Satisfactory on Matters of Convention.
32p. 1mf. L1 ED 369 092

Feedback in L2 Writing.
7p. 1mf. L1 ED 369 287

Teaching and Assessing Writing: Recent Advances in Understanding, Evaluating, and Improving Student Performance. Second Edition, Revised and Expanded.
351p. 0mf. L3 ED 369 090

Writing for Publication

Perspectives on Your Chances for Journal Publication.
8p. 1mf. L1 ED 369 077

Writing for Publication: Are Junior Faculty Prepared?

20/20 Vision: The Development of a National Information Infrastructure.
166p. 2mf. L1 ED 369 404

The Digital Preservation Consortium: Mission and Goals.
9p. 1mf. L2 ED 369 413

From Library Skills to Information Literacy: A Handbook for the 21st Century.
167p. 0mf. L3 ED 369 415

Intellectual Preservation: Electronic Preservation of the Third Kind.
10p. 1mf. L2 ED 369 414

Technology in Rural Education. Fastback No. 366.
35p. 1mf. L1 ED 369 586

Accessibility (for Disabled)

Community Access Survey. Project REC.
14p. 1mf. L1 ED 369 206

Planning Accessible Conferences and Meetings: An ERIC/OSEP Information Brief for Conference Planners.
9p. 1mf. L1 ED 369 242

Accident Prevention

S.T.A.R. Junior First Aid. An Easy-To-Read Manual for Children and Adults. Revised Edition.
44p. 0mf. L3 ED 369 777

Accountability

Administrative Flexibility Granted to the University of Hawaii and the Department of Education. Final Report to the Governor and the Legislative of the State of Hawaii.
32p. 1mf. L1 ED 369 166

Assistance with Integrity: The Search for Accountability and the Lives of People with Developmental Disabilities.
54p. 1mf. L1 ED 369 219

Implementation of Alternative Methods for Making Educational Accountability Decisions for Students with Disabilities. Synthesis Report 12.
32p. 1mf. L1 ED 369 230

School Based Improvement: Changes in AISD, 1992-93. Publication Number 93.32.
45p. 1mf. L1 ED 369 824

State Education Department Preschool Handicapped Education Program. Report 93-S-23.
40p. 1mf. L1 ED 369 217

Testing and Assessment in Vocational Education. Background Paper.
127p. 2mf. L1 ED 368 908

Accreditation (Institutions)

Tennessee's Education Policy: A Mid-Course Assessment.
17p. 1mf. L1 ED 369 731

Acculturation

The Acculturation Model: The Theory and Its Implications for Classroom Language Acquisition.
27p. 1mf. L2 ED 369 272

Achievement Tests

Algebra Tests. Annotated Bibliography of Tests.
31p. 1mf. L1 ED 369 792

Basic Skills. Annotated Bibliography of Tests.
70p. 1mf. L1 ED 369 793

Biology Achievement. Annotated Bibliography of Tests.
22p. 1mf. L1 ED 369 794

The Development and Implementation of a Training Module To Increase the Awareness of Assistive Technology.
79p. 1mf. L1 ED 369 770

Overcoming Barriers in the Use of Adaptive and Assistive Technology in Special Education.
9p. 1mf. L1 ED 369 633

Reauthorization of the Technology-Related Assistance for Individuals with Disabilities Act. Hearing before the Subcommittee on Select Education and Civil Rights of the Committee on Education and Labor. House of Representatives, One Hundred Third Congress, First Session (June 10, 1993).
127p. 2mf. L1 ED 369 248

Associate Degrees

Survey on the Transferability of Associate's Degree to Four-Year Institutions.
11p. 1mf. L1 ED 369 449

At Risk Persons

A Joint Enterprise with America's Families To Ensure Student Success.
25p. 1mf. L2 ED 369 568

Starting Points: Meeting the Needs of Our Youngest Children. The Report of the Carnegie Task Force on Meeting the Needs of Young Children.
153p. 2mf. L1 ED 369 562

Attachment Behavior

A Study of Teacher and Student Bonding.
62p. 1mf. L2 ED 369 747

Attendance

Districtwide Norm-Referenced and Criterion-Referenced Tests Results, 1993: An Exploratory Data Analysis of the Relationship between Achievement and Absenteeism in New Orleans Public Schools.
30p. 1mf. L1 ED 369 819

Attention Control

Hyperactive or Activity Hyper: Intervention for the Child with Attention Problems.
7p. 1mf. L1 ED 369 196

Attention Deficit Disorders

ADHD Training Modules for Rural Health Care Providers, Educators and Parents.
10p. 1mf. L1 ED 369 632

Hyperactive or Activity Hyper: Intervention for the Child with Attention Problems.
7p. 1mf. L1 ED 369 196

Implementation of the Louisiana ADD Law.
41p. 1mf. L1 ED 369 197

Attitude Change

Coping with Teacher Resistance: Insights from INSET Programmes.
15p. 1mf. L1 ED 369 279

Attitude Measures

Attitudes Toward Curriculum. Annotated Bibliography of Tests.
33p. 1mf. L1 ED 369 807

Attitudes Toward Reading. Annotated Bibliography of Tests.
23p. 1mf. L1 ED 369 808

Attitudes Toward School and School Adjustment, Grades 4-6.

Series.
52p. 1mf. L2 ED 369 714

Citizen Role

Civics for Democracy: A Journey for Teachers and Students.
390p. 0mf. L3 ED 369 700

Citizenship

Civics for Democracy: A Journey for Teachers and Students.
390p. 0mf. L3 ED 369 700

Teachers and the Education of the People: Elementary School Teachers and Images of Citizenship in Scandinavia during the 19th and 20th Centuries.
29p. 1mf. L1 ED 369 560

Citizenship Education

Center for Civic and Economic Education (Warsaw).
10p. 1mf. L1 ED 369 685

Civic Competence and the Pace of World Events. A Clip Board of Activities for Using the Newspaper.
13p. 1mf. L1 ED 369 723

Civics for Democracy: A Journey for Teachers and Students.
390p. 0mf. L3 ED 369 700

Co-Operation for Reinforcing the Development of Education in Europe (CORDEE). Final Report of the Regional Consultation Meeting (Paris, February 12-15, 1991).
33p. 1mf. L2 ED 369 702

Life in a Democratic Society: A Primary School Civics Course for Poland.
60p. 1mf. L1 ED 369 683

Participatory Citizenship: A Learned Way of Living.
51p. 1mf. L1 ED 369 676

The Power of Comparison in Teaching about Constitutionalism, Law, and Democracy.
24p. 1mf. L1 ED 369 727

Citizenship Responsibility

Civics for Democracy: A Journey for Teachers and Students.
390p. 0mf. L3 ED 369 700

Civics

Center for Civic and Economic Education (Warsaw).
10p. 1mf. L1 ED 369 685

Civics for Democracy: A Journey for Teachers and Students.
390p. 0mf. L3 ED 369 700

Civil Engineering

An Integrated, Cooperative Learning Oriented Freshman Civil Engineering Course: Computer Analysis in Civil Engineering.
11p. 1mf. L1 ED 369 313

Civil Liberties

CSCE and Information: Proceedings of a Seminar of Experts (Tampere, Finland, April 24-27, 1992). Publications Series B 36/1992.
183p. 2mf. L1 ED 369 119

Learning To Live in Harmony and Diversity: Focus on Human Rights Education.
62p. 1mf. L1 ED 368 964

Civil Rights

Life in a Democratic Society: A Primary School Civics Course for Poland.
60p. 1mf. L1 ED 369 683

A Comprehensive Tech Prep Curriculum Model.
34p. 1mf. L2 ED 369 448

Core Curriculum. A Workplace Specific Curriculum.
183p. 2mf. L1 ED 368 902

Mercer County Community College Workplace Skills Project. Final Evaluation (September 1, 1992-February 28, 1994).
209p. 3mf. L1 ED 368 968

Performance-Based Assessment
37p. 1mf. L1 ED 369 389

Competition

Learning Together and Alone. Cooperative, Competitive, and Individualistic Learning. Fourth Edition.
292p. 0mf. L3 ED 369 778

Compliance (Legal)

Child Care Quality: States' Difficulties Enforcing Standards Confront Welfare Reform Plans. Statement of Joseph F. Delfico, Director, Income Security Issues, Health, Education, and Human Services. Testimony before the Subcommittee on Regulation, BusinessOpportunities, and Technology, Committee on Small Business, House of Representatives.
13p. 1mf. L1 ED 369 534

Consulting with Your SPRE. Establishing Review Standards.
62p. 1mf. L1 ED 369 351

Planning Accessible Conferences and Meetings: An ERIC/OSEP Information Brief for Conference Planners.
9p. 1mf. L1 ED 369 242

Testing and Assessment in Vocational Education. Background Paper.
127p. 2mf. L1 ED 368 908

Comprehensive Programs

Caring Schools, Caring Communities: An Urban Blueprint for Comprehensive School Health and Safety.
35p. 1mf. L2 ED 369 876

SUCCESS Program Planning/Evaluation Report for 1992-93. Focus on Program Evaluation.
64p. 1mf. L1 ED 369 860

Computer Assisted Design

A Comparison of the Effectiveness between Computer Aided Drafting and the Traditional Drafting Techniques as Methods of Teaching Pictorial and Multiview Drawings.
23p. 1mf. L1 ED 368 935

Computer Assisted Instruction

Art & Design Software Development Using IBM Handy (A Personal Experience).
14p. 1mf. L1 ED 369 697

Computerized Reading Instruction for Remediating Deficiencies of Slow Learners: Our Forgotten At-Risk Elementary Students.
54p. 1mf. L1 ED 369 040

Distance Education Resource Directory for Northwest Schools.
46p. 1mf. L1 ED 369 386

The Global Classroom. Special Report: Online for Learning.
14p. 1mf. L1 ED 369 385

Hands-On Instruction in an Electronic Classroom. A Final Report to the U.S. Dept. of Education of a Research and Development Grant Awarded To Establish a Fully-Equipped Electronic Training Room and Test the Effectiveness of Hands-On Instruction in Learning the NOTIS OPAC and Silver-Platter ERIC.
109p. 2mf. L1 ED 369 391

In-Service Chemistry Teachers Training: The Impact of

58p. 1mf. L1 ED 369 133

The Pre-Engineering Curriculum Proceedings of the Annual CSU Conference on Innovation in Engineering Education. (1st, San Jose, California, April 26, 1991).

62p. 1mf. L1 ED 369 378

Programming for Adolescents with Behavioral Disorders, Vol. 4.

143p. 2mf. L2 ED 369 191

Promoting Social and Emotional Development in Deaf Children. The PATHS Project.

250p. 0mf. L3 ED 369 237

The Realities of Curriculum Management.

7p. 1mf. L1 ED 368 898

Skills for Tomorrow. Workplace Skills Project. DACUM Charts.

38p. 1mf. L1 ED 368 988

The Status of Social Studies in Louisiana Schools.

64p. 1mf. L1 ED 369 710

Towards ESP Programmes in Technical and Vocational Institutions in Malaysia.

14p. 1mf. L1 ED 369 286

Turning Points: Books and Reports that Reflected and Shaped U.S. Education, 1749-1990s.

17p. 1mf. L1 ED 369 695

Turning the Tables: Choose the Videos, Construct the Course.

20p. 1mf. L1 ED 369 270

The Virtual Curriculum: Computer-Assisted Curriculum Development.

16p. 1mf. L1 ED 369 451

Visual Literacy: A Neglected Component. Final Report.

52p. 1mf. L1 ED 368 888

Workforce Training: The Pellissippi State Model.

48p. 1mf. L1 ED 369 426

Curriculum Enrichment

Literature-Based Social Studies: Children's Books & Activities To Enrich the K-5 Curriculum.

149p. 0mf. L3 ED 369 708

Passing It On--Folk Artists and Education in Cumberland County, New Jersey.

202p. 3mf. L1 ED 369 671

Curriculum Evaluation

Curriculum and Program Evaluation. Annotated Bibliography of Tests.

67p. 1mf. L1 ED 369 803

Fostering Peace: A Comparison of Conflict Resolution Approaches for Students (K-12).

35p. 1mf. L2 ED 368 993

Perspectives on Interdisciplinary Education. A Focus Group Study Conducted at the Minnesota Center for Arts Education.

46p. 1mf. L1 ED 369 706

The Status of Social Studies in Louisiana Schools.

64p. 1mf. L1 ED 369 710

Structure and Sequence in Curricula for English Majors.

12p. 1mf. L1 ED 369 106

Curriculum Problems

Impediments to a Project-Based and Integrated Curriculum: A Qualitative Study of Curriculum Reform.

34p. 1mf. L1 ED 369 185

Daily Living Skills

Educating the Entire Person.

105p. 2mf. L1 ED 369 523

Ma, Pa, School Folks and Kids: Working a Patchwork to a Complete "Heart."

Dropout Study 1992-93. An Approved Report of the Department of Evaluation, Testing, and Research.
55p. 1mf. L1 ED 369 023

Garland County Community College Non-Returning Student Survey.
132p. 2mf. L1 ED 369 462

How Well Are Youth with Disabilities Really Doing? A Comparison of Youth with Disabilities and Youth in General. A Report from the National Longitudinal Transition Study of Special Education Students.
103p. 2mf. L1 ED 369 233

New Horizons Program Planning/Evaluation Report for 1992-93. Focus on Program Evaluation.
53p. 1mf. L1 ED 369 855

Preventing Adolescent Drug Involvement, School Dropout and Emotional Distress.
30p. 1mf. L1 ED 368 992

Survey Report, 1992-93 Non-Returning Students.
11p. 1mf. L1 ED 369 473

Drug Abuse

Adolescent Clients of Washington State's Division of Alcohol and Substance Abuse Services: A Descriptive Study.
139p. 2mf. L1 ED 369 025

Piecing Together an Integrated Approach to Drug-Free Schools. 1992-93 Final Report.
90p. 1mf. L1 ED 369 183

Skills for Drug-Free Living Curriculum Guide. Future Quest.
269p. 3mf. L1 ED 369 250

Violence in Schools: An Overview. CRS Report for Congress.
12p. 1mf. L1 ED 369 159

Drug Education

Drug Information Units Project: A Resource Directory of Available Drug Education Information at Ashland Community College.
29p. 1mf. L1 ED 369 453

Piecing Together an Integrated Approach to Drug-Free Schools. 1992-93 Final Report.
90p. 1mf. L1 ED 369 183

Skills for Drug-Free Living Curriculum Guide. Future Quest.
269p. 3mf. L1 ED 369 250

Drug Use

Preventing Adolescent Drug Involvement, School Dropout and Emotional Distress.
30p. 1mf. L1 ED 368 992

A Study To Explore the Inter-Relationships among Factors Affecting Substance Abuse of Secondary School Students.
29p. 1mf. L1 ED 369 010

Texas School Survey of Substance Abuse: Grade 4-6, 1990.
29p. 1mf. L1 ED 369 031

Early Childhood Education

A Community Development Approach to Early Childhood Educare Intervention in Disadvantaged Communities.
15p. 1mf. L1 ED 369 496

Costings of Different Programme Options for Junior Primary Upgrading and Community-Based Educare Provision.
48p. 1mf. L1 ED 369 494

Early Childhood Development Programs in Latin America: Toward Definition of an Investment Strategy. A View from LATHR, No. 32.
64p. 1mf. L2 ED 369 501

Early Childhood Development: The Challenge and the Opportunity.
17p. 1mf. L1 ED 369 529

State Data Collection and Monitoring Procedures Regarding Overrepresentation of Minority Students in Special Education. Project FORUM.
20p. 1mf. L1 ED 369 247

Tennessee's Education Policy: A Mid-Course Assessment.
17p. 1mf. L1 ED 369 731

Women's Job Training Agenda.
34p. 1mf. L1 ED 368 858

Educational Practices

Adult Education Research Annual Conference (AERC) Proceedings (34th, University Park, Pennsylvania, May 1993).
377p. 4mf. L1 ED 368 967

Adult Literacy: Issues for Policy and Practice.
182p. 0mf. L3 ED 368 855

AIDS Administration Public and Professional Education and Training Programs. 1992 Annual Report to the Governor and General Assembly of Maryland.
49p. 1mf. L1 ED 369 739

At-Risk Students: Portraits, Policies, Programs, and Practices.
440p. 0mf. L3 ED 369 849

Building Positive Relationships on the Border with Parents of Special Students: Effective Practices for the I.E.P.
6p. 1mf. L1 ED 369 627

Catering Education and Training in France. A Comparative Study. Occasional Paper Number 8.
59p. 1mf. L2 ED 368 963

Gender Equity. IDRA Forum.
21p. 1mf. L1 ED 369 639

Handbook of Adult Literacy Issues for Community Members.
30p. 1mf. L1 ED 368 893

Higher Education in the Northwest Territories: Different Systems, Different Perspectives.
72p. 1mf. L1 ED 369 427

Inclusive Schools. Topical Bibliography on Inclusive Schools.
216p. 3mf. L1 ED 369 231

Organizational, Instructional and Curricular Strategies To Support the Implementation of Unified, Coordinated, and Inclusive Schools.
86p. 1mf. L1 ED 369 252

Secondary School Students Classified as Seriously Emotionally Disturbed: How Are They Being Served?
46p. 1mf. L1 ED 369 232

Self-Directed Learning: Emerging Theory & Practice.
135p. 0mf. L3 ED 368 916

Service-Learning Reflections: Update of Service-Learning in Pennsylvania.
28p. 1mf. L1 ED 368 910

Work Based Learning and Higher Education in the USA.
44p. 1mf. L1 ED 369 316

Educational Principles

Getting Down to Cases. Learning To Teach with Case Studies.
207p. 0mf. L3 ED 369 783

Learning To Listen, Learning To Teach. The Power of Dialogue in Educating Adults. Jossey-Bass Higher Adult Education Series.
202p. 0mf. L3 ED 368 926

Educational Quality

Assessment Issues in Higher Education.
88p. 1mf. L1 ED 369 370

Child Care Quality: States' Difficulties Enforcing Standards Confront Welfare Reform Plans. Statement of Joseph F. Delfico, Director, Income Security Issues, Health, Education, and Human

Looking through Eyes of Compassion: Visible Minorities in SIAST.
44p. 1mf. L1 ED 368 907

Policies of Gender and Equal Opportunities in Curriculum Development: Discussing the Situation in Finland and Britain. Research Bulletin 85.
58p. 1mf. L1 ED 369 133

Providing Early Childhood Educare Services for the Black Preschool Child.
29p. 1mf. L1 ED 369 506

Schools at the Crossroads: Which Way to Educational Excellence?
32p. 1mf. L1 ED 369 162

Supporting the Total Child. Resource Book. Chapter 1 & 2. Successful Programs 1993-94.
118p. 2mf. L1 ED 369 866

Equal Opportunities (Jobs)

Middle Class Squeeze. The Tomas Rivera Center Policy Brief.
4p. 1mf. L2 ED 369 846

Error Analysis (Language)

Conventions of Language Study--English 30 Diploma Examinations January and June 1993. Major Assignment: Literature Composition 3-Satisfactory on Matters of Convention.
32p. 1mf. L1 ED 369 092

Error Correction

Feedback in L2 Writing.
7p. 1mf. L1 ED 369 287

Ethical Instruction

Mr. Stinson's Vietnam: Moral Ambiguity in the History Classroom. Teaching Cases in Cross-Cultural Education, No. 11.
30p. 1mf. L1 ED 369 701

Ethics

Instructional Strategies for Implementing Ethics Instruction in Health Education Courses.
5p. 1mf. L2 ED 369 741

Moral Development. Annotated Bibliography of Tests.
26p. 1mf. L1 ED 369 834

Morality, Responsibility, and the University. Studies in Academic Ethics.
273p. 0mf. L3 ED 369 326

The "WHOOPS! Quotient" and the Wheel of Right Action: Interactive Methods for Teaching Ethics and Values in the Classroom.
25p. 1mf. L1 ED 369 123

Ethnic Distribution

Teacher Education Pipeline III: Schools, Colleges, and Departments of Education Enrollments by Race, Ethnicity, and Gender.
103p. 2mf. L1 ED 369 780

Ethnic Groups

Divided We Fall: The Declining Chance for College among Minnesota Youth from Low-Income Families and Communities of Color.
22p. 1mf. L1 ED 369 321

Origins of Ethnic Strife.
16p. 1mf. L1 ED 368 999

An Overview of a Field Study of Urban School Districts in the Far West.
26p. 1mf. L1 ED 369 858

Gerontology

Long-Term Care Administration at San Francisco State University.
19p. 1mf. L1 ED 369 005

Gifted

Performance-Based Identification of Culturally Diverse Gifted Students: A Pilot Study.
12p. 1mf. L1 ED 369 249

Potpourri of Resources To Tap Gifted Education in Rural Areas.
7p. 1mf. L1 ED 369 601

The Reform Movement: Where Do Gifted Students Fit?
47p. 1mf. L1 ED 369 200

Gifted Disadvantaged

The New Challenge: A Relevant Program for the Disadvantaged Gifted.
6p. 1mf. L1 ED 369 610

Performance-Based Identification of Culturally Diverse Gifted Students: A Pilot Study.
12p. 1mf. L1 ED 369 249

Global Approach

The Global Classroom. Special Report: Online for Learning.
14p. 1mf. L1 ED 369 385

Improve the Quality of Instruction through Interdisciplinary Internationally Oriented Faculty Resource Teams.
105p. 2mf. L1 ED 369 309

International Understanding at School. Bulletin No. 59-60 1991.
53p. 1mf. L1 ED 369 718

Kansas Quality Performance Accreditation (QPA): A Resource Guide for Addressing Outcome 8.
15p. 1mf. L1 ED 369 001

New Cultural Dimensions and New Educational Approaches: Problems and Perspectives.
11p. 1mf. L1 ED 369 698

Participatory Citizenship: A Learned Way of Living.
51p. 1mf. L1 ED 369 676

Planning for Life: Career Planning Excellence in America, A National Policy Forum (Washington, D.C., August 4, 1993). Recognition Program: Summer 1994.
10p. 1mf. L1 ED 368 859

Racing with the World: How States Can Build a 21st Century Workforce.
46p. 1mf. L2 ED 368 928

A World of Maps and Travel. An Interdisciplinary Curriculum and Resource Packet Designed for Secondary Students.
40p. 1mf. L1 ED 369 725

Goal Orientation

Action Control, Motivation, and Academic Achievement.
17p. 1mf. L1 ED 368 991

Coaching for Accomplishment. Project APIP.
21p. 1mf. L1 ED 369 213

Ideal Ends: John Dewey's Later Vision for Education.
32p. 1mf. L1 ED 369 755

Governance

Education in Indiana: An Overview. Special Report.
129p. 2mf. L1 ED 369 137

School-Site Councils. ERIC Digest, Number 89.
3p. 1mf. L1 ED 369 154

Smart Schools for San Antonio's Future: A Report on Public Education.

6p. 1mf. L1 ED 369 627

Infusing Rural School-Community Partnerships into Transition Components of Individualized Education Plans: Processes and Outcomes.
9p. 1mf. L1 ED 369 620

Individualized Instruction

Educating the Entire Person.
105p. 2mf. L1 ED 369 523

Helping Learning Disabled Adults through Special Tutorial Techniques. Final Report. 1992-1993.
30p. 1mf. L1 ED 368 878

Individualized Programs

An Individual Career Plan for Students with Disabilities in Higher Education.
18p. 1mf. L1 ED 369 236

Industrial Arts

Industrial Arts, Grades 7-12. Annotated Bibliography of Tests.
88p. 1mf. L1 ED 369 790

Infant Behavior

Infant Development. Annotated Bibliography of Tests.
59p. 1mf. L1 ED 369 832

Starting Solids: A Guide for Parents and Child Care Providers.
6p. 1mf. L1 ED 369 491

Infants

Infant Memory for Primitive Perceptual Features.
12p. 1mf. L1 ED 369 483

Nurturance of Infant and Toddler Language: Verbal Interactions in the Home Setting.
18p. 1mf. L1 ED 369 561

Starting Solids: A Guide for Parents and Child Care Providers.
6p. 1mf. L1 ED 369 491

Influences

Deterrents to Participation in Continuing Professional Education and Implications for Future Educational Program Planning.
23p. 1mf. L1 ED 369 738

Informal Assessment

Alternative Assessment Measures in Adult Basic Education Programs (Adult Informal Measures: AIM).
107p. 2mf. L1 ED 368 865

Information Centers

Marketing & Libraries Do Mix: A Handbook for Libraries and Information Centers.
201p. 3mf. L1 ED 369 395

Information Dissemination

Gateway to the Pacific Rim: Information Resources for the 21st Century. Association of Research Libraries, Minutes of the Meeting (122nd, Honolulu, Hawaii, May 1993).
211p. 3mf. L1 ED 369 406

Information Infrastructure Sourcebook.
838p. 0mf. L3 ED 369 390

Making Government Work: Electronic Delivery of Federal Services.
188p. 2mf. L1 ED 369 405

Users' Perspectives on U.S. Government Information and Services on the Internet: A Summary from Two Seminars. A Report Prepared for The Information Infrastructure Task Force.

Labor Force

Administrators' Attitudes toward Cultural Diversity Management: An Empirical Study;
24p. 1mf. L1 ED 369 350

Orientations of State Administrators toward Cultural Diversity in Public Agencies: An Empirical Study.
31p. 1mf. L1 ED 369 349

Labor Force Development

Effective Partnership between Public Education and Private Industry.
31p. 1mf. L1 ED 369 437

European Seminar: "New Training Models and Strategies for SMEs in Europe" (Valencia, Spain, October 4-5, 1993).
17p. 1mf. L1 ED 368 912

Leaders of Change! Successful Workforce Development Projects. Envisioning a Competitive America: The Workforce Development Forums (Boston, Massachusetts, April 14-16, 1993; Des Moines, Iowa, May 26-28, 1993; Albuquerque, New Mexico, July 14-16, 1993).
72p. 1mf. L1 ED 368 904

Planning for Life: Career Planning Excellence in America, A National Policy Forum (Washington, D.C., August 4, 1993). Recognition Program: Summer 1994.
10p. 1mf. L1 ED 368 859

Racing with the World: How States Can Build a 21st Century Workforce.
46p. 1mf. L2 ED 368 928

The Tech Prep Associate Degree Program Revisited.
11p. 1mf. L1 ED 369 441

Tomorrow's Needs; Today's Challenges. Annual Aviation Education Forum (1st, Washington, D.C., June 18, 1993). Edited Proceedings.
32p. 1mf. L1 ED 368 868

Tracking Our Schools, 1992: Strategies for Achieving Educational Goals. Kentucky's Annual Report to the President.
30p. 1mf. L1 ED 369 131

Work Based Learning and Higher Education in the USA.
44p. 1mf. L1 ED 369 316

Workforce Training: The Pellissippi State Model.
48p. 1mf. L1 ED 369 426

Labor Market

California's Changing Faces: New Immigrant Survival Strategies and State Policy. A Policy Research Program Report.
195p. 3mf. L1 ED 369 871

The School Administrator Supply and Demand Report.
56p. 1mf. L1 ED 369 164

Labor Relations

Managing the Industrial Labor Relations Process in Higher Education.
373p. 0mf. L3 ED 369 377

Laboratory Schools

Edith Bowen Laboratory School Evaluation Committee Report Submitted to the 1994 Utah State Legislature.
42p. 1mf. L1 ED 369 762

Land Use

Food & Environment. Teaching Global Issues.
10p. 1mf. L1 ED 369 673

Language Acquisition

Disturbance/Mental Illness and Their Families.

171p. 2mf. L1 ED 369 210

Long Term Care

Long-Term Care Administration at San Francisco State University.

19p. 1mf. L1 ED 369 005

Longitudinal Studies

An Approach to the Evaluation of ELT Preparation Programs.

21p. 1mf. L1 ED 369 276

Low Achievement

Computerized Reading Instruction for Remediating Deficiencies of Slow Learners: Our Forgotten At-Risk Elementary Students.

54p. 1mf. L1 ED 369 040

Eighth Grade Reading Improvement with CNN Newsroom and "USA Today."

67p. 1mf. L1 ED 369 041

Low Income Groups

California's Changing Faces: New Immigrant Survival Strategies and State Policy. A Policy Research Program Report.

195p. 3mf. L1 ED 369 871

Federal Policy Options for Improving the Education of Low-Income Students. Volume I, Findings and Recommendations.

86p. 1mf. L1 ED 369 843

Federal Policy Options for Improving the Education of Low-Income Students. Volume II, Commentaries.

319p. 4mf. L1 ED 369 844

Magnet Schools

Magnet Magic: A Consideration of Choice and Change.

25p. 1mf. L1 ED 369 152

Mail Surveys

Return Address Study Report.

11p. 1mf. L1 ED 369 468

Mainstreaming

Are Preservice General Educators Being Adequately Prepared for Inclusion?

11p. 1mf. L1 ED 369 594

Classroom Behaviors of Students in Rural Mainstreamed Settings: A Comparison of Students with Disabilities and Their Normative Peers.

9p. 1mf. L1 ED 369 605

Collaborative Consultation in a Rural School.

11p. 1mf. L1 ED 369 635

Creativity Training--A Practical Teaching Strategy.

7p. 1mf. L1 ED 369 621

The Development of the Danish Folkeskole towards a School for All. Integration of Handicapped Pupils in the Mainstream School System.

15p. 1mf. L1 ED 369 245

Educational Professionals' Understanding of the Inclusion Model of Special Education.

17p. 1mf. L2 ED 369 244

Engineering the Classroom To Promote Inclusion.

7p. 1mf. L1 ED 369 614

An Exit Interview: The Culminating Reflective Experience.

8p. 1mf. L1 ED 369 626

Inclusion: The Key to Success.

8p. 1mf. L1 ED 369 617

Inclusionary Programs for Children with Language and/or Learning

9p. 1mf. L1 ED 369 606

North American History

History. Annotated Bibliography of Tests.
15p. 1mf. L1 ED 369 788

Numeracy

An Introduction to Numeracy Teaching.
115p. 2mf. L1 ED 368 913

Nursery Schools

Early Childhood and Pre-School Education in Denmark.
18p. 1mf. L1 ED 369 525

Nutrition

Children's Nutrition and Learning. ERIC Digest.
3p. 1mf. L1 ED 369 579
Delayed Primary School Enrollment and Childhood Malnutrition in Ghana. An Economic Analysis.
46p. 1mf. L2 ED 369 571
Health and Physical Education. Annotated Bibliography of Tests.
27p. 1mf. L1 ED 369 787
Nutrition Programs for Children. ERIC Digest.
3p. 1mf. L1 ED 369 580
Nutrition: Eating for Better Health. Student Workbook. Health Promotion for Adult Literacy Students: An Empowering Approach.
57p. 1mf. L1 ED 368 954
Starting Solids: A Guide for Parents and Child Care Providers.
6p. 1mf. L1 ED 369 491

Nutrition Instruction

Children's Nutrition and Learning. ERIC Digest.
3p. 1mf. L1 ED 369 579
Nutrition Programs for Children. ERIC Digest.
3p. 1mf. L1 ED 369 580

Observation

Systematic Observation Techniques. Annotated Bibliography of Tests.
44p. 1mf. L1 ED 369 826

Occupational Aspiration

Academic Interest. Annotated Bibliography of Tests.
38p. 1mf. L1 ED 369 809

Occupational Information

Addressing the Problems of First-Year Assistant Principals.
42p. 1mf. L1 ED 369 179
Apprenticeship Reference Guide. Third Edition.
99p. 2mf. L1 ED 368 864
It's a Hard, Hard, Hard, Hard World!
19p. 1mf. L1 ED 368 997
Skills for Tomorrow. Workplace Skills Project. DACUM Charts.
38p. 1mf. L1 ED 368 988

Office Machines

Business Education/Marketing. TLC Technology-Life-Careers 1993-94.
592p. 7mf. L1 ED 368 932

Office Practice

Business Education/Marketing. TLC Technology-Life-Careers 1993-94.
592p. 7mf. L1 ED 368 932

Politics and the Schools.
117p. 2mf. L1 ED 369 663

The Role of the Independent Sector in a Modern Democratic Society. An European View.
10p. 1mf. L1 ED 369 690

Portfolios (Background Materials)

An Approach to the Evaluation of ELT Preparation Programs.
21p. 1mf. L1 ED 369 276

Portfolio Assessment in Teacher Evaluation: A Comparison of the Perspectives of General and Special Education Administrators and Teachers.
14p. 1mf. L1 ED 369 604

Theory Meets Practice in Language Arts Assessment. ERIC Digest.
3p. 1mf. L1 ED 369 075

Using a Continuous Assessment Approach To Enhance Third Grade Children's Writing Abilities.
101p. 2mf. L2 ED 369 079

Using a Project Portfolio: Empowerment Evaluation for Model Demonstration Projects.
14p. 1mf. L1 ED 369 209

Position Papers

What Is Inclusion, Anyway? An Analysis of Organizational Position Statements.
22p. 1mf. L1 ED 369 234

Positive Reinforcement

Motivation To Learn: From Theory to Practice. Second Edition.
292p. 0mf. L3 ED 369 773

Postsecondary Education as a Field of Study

Higher Education: Handbook of Theory and Research. Volume VI.
527p. 0mf. L3 ED 369 339

Poverty

The State of Human Capital in the U.S. South: 1980-90.
44p. 1mf. L1 ED 369 642

Women Work, Poverty Persists: A Status Report on Displaced Homemakers & Single Mothers in the United States.
77p. 1mf. L2 ED 369 029

Poverty Programs

All Children Can Learn: Chile's 900 Schools Programme for the Underprivileged. Education for All: Making It Work.
34p. 1mf. L1 ED 369 535

Head Start: A Child Development Program.
20p. 1mf. L1 ED 369 563

Power Structure

Researching Pedagogy: A Transformative, Feminist Perspective.
16p. 1mf. L1 ED 369 724

Practicums

Relationships among Economic Diversity and Context of Student Teaching Placements and Educational Attitudes and Performance of Pre-Service Teachers.
19p. 1mf. L1 ED 369 754

Pragmatics

Teachers Perceptions of and Strategies with Lexical Anomalies.
28p. 1mf. L1 ED 369 259

Predictive Measurement

for Students (K-12).
35p. 1mf. L2 ED 368 993

Guiding Children's Social Development. Second Edition.
547p. 0mf. L3 ED 369 567

Teaching Children to Care: Management in the Responsive Classroom.
306p. 4mf. L1 ED 369 531

Psychoeducational Methods

Psychology of Learning for Instruction.
409p. 0mf. L3 ED 369 772

Psychological Needs

Children's Special Places: Exploring the Role of Forts, Dens, and Bush Houses in Middle Childhood.
168p. 2mf. L2 ED 369 558

Psychological Studies

The Use of Control in Non-Randomized Designs.
10p. 1mf. L1 ED 369 815

Psychomotor Skills

Motor Learning in Childhood Education: Curricular, Compensatory, Cognitive.
197p. 0mf. L3 ED 369 553

Psychopathology

Dissociation and the Development of Psychopathology.
19p. 1mf. L1 ED 369 188

Public Administration

Administrators' Attitudes toward Cultural Diversity Management: An Empirical Study;
24p. 1mf. L1 ED 369 350

Orientations of State Administrators toward Cultural Diversity in Public Agencies: An Empirical Study.
31p. 1mf. L1 ED 369 349

Public Administration Education

Orientations of State Administrators toward Cultural Diversity in Public Agencies: An Empirical Study.
31p. 1mf. L1 ED 369 349

Public Education

Smart Schools for San Antonio's Future: A Report on Public Education.
30p. 1mf. L1 ED 369 134

Public Facilities

Community Access Survey. Project REC.
14p. 1mf. L1 ED 369 206

Public Libraries

An Examination of Standardized Evaluation Forms Used in Public Libraries To Evaluate Professional Librarians.
39p. 1mf. L1 ED 369 417

The Project GAIN Report: Connecting Rural Public Libraries to the Internet.
103p. 2mf. L2 ED 369 409

The South Carolina Program for Library Development 1993-1996 under the Library Services and Construction Act (P.L. 101-254, FY 1994).
65p. 1mf. L1 ED 369 397

Public Opinion

A Comparison of Traditional and Distance Education Models.
9p. 1mf. L1 ED 369 599

Fetal Alcohol Syndrome (FAS), Fetal Alcohol Effects (FAE): Implications For Rural Classrooms.
17p. 1mf. L1 ED 369 602

Infusing Rural School-Community Partnerships into Transition Components of Individualized Education Plans: Processes and Outcomes.
9p. 1mf. L1 ED 369 620

Intergenerational Entrepreneurship in an Educational Setting.
9p. 1mf. L1 ED 369 597

Portfolio Assessment in Teacher Evaluation: A Comparison of the Perspectives of General and Special Education Administrators and Teachers.
14p. 1mf. L1 ED 369 604

Reaching Out to the World: Training Teachers To Integrate Telecommunications into Special Education Classrooms.
8p. 1mf. L1 ED 369 595

Rural Partnerships: Working Together. Proceedings of the Annual National Conference of the American Council on Rural Special Education (ACRES) (14th, Austin, Texas, March 23-26, 1994).
477p. 5mf. L1 ED 369 587

Stemming Teacher Turnover in Rural Settings: An Alternative Approach.
12p. 1mf. L1 ED 369 618

Teachers Teaching Teachers: The Art of Working Together and Sharing.
12p. 1mf. L1 ED 369 616

Technology in Rural Education. Fastback No. 366.
35p. 1mf. L1 ED 369 586

Rural Schools

Classroom Behaviors of Students in Rural Mainstreamed Settings: A Comparison of Students with Disabilities and Their Normative Peers.
9p. 1mf. L1 ED 369 605

College As a Transition Option for Students with Learning Disabilities.
8p. 1mf. L1 ED 369 637

Potpourri of Resources To Tap Gifted Education in Rural Areas.
7p. 1mf. L1 ED 369 601

Teacher Induction in Rural and Small School Districts.
7p. 1mf. L1 ED 369 589

Teacher Study Groups As a Means of Rural Professional Development.
6p. 1mf. L1 ED 369 600

Variables Affecting Itinerant Model Service Delivery in Rural Settings.
39p. 1mf. L1 ED 369 609

Safety

Safe Environments for Our Children: The Home, the School, and the Community.
9p. 1mf. L2 ED 369 515

Safeguards.
19p. 1mf. L1 ED 369 220

Safety Education

S.T.A.R. Junior First Aid. An Easy-To-Read Manual for Children and Adults. Revised Edition.
44p. 0mf. L3 ED 369 777

Salaries

Administrative Compensation Survey. 1993-94.

Maternal Separation Anxiety as a Determinant of Role Satisfaction.
23p. 1mf. L1 ED 369 014

Services

Serving Homeless Children: The Responsibilities of Educators.
43p. 1mf. L1 ED 369 867

Severe Disabilities

Developing Medical and Educational Partnerships in School Settings To Meet Health-Related and Educational Needs of Students Who Are Medically Fragile: How Can Rural Schools Catch That Elusive Rainbow?
9p. 1mf. L1 ED 369 613

Integrating Summer Day Camps: A Process for City-Wide Change. Project REC.
23p. 1mf. L1 ED 369 205

The Ninos Especiales Outreach Training Project (NEOTP). Final Report.
744p. 8mf. L1 ED 369 225

Project REC: Integrated Social and Leisure Recreation Services for Students with Severe Disabilities. Final Report.
251p. 3mf. L1 ED 369 201

Secondary School Students Classified as Seriously Emotionally Disturbed: How Are They Being Served?
46p. 1mf. L1 ED 369 232

The Systematic Inclusive Preschool Education Model for Children with Severe Disabilities. Final Report.
125p. 2mf. L1 ED 369 221

Variables Affecting Itinerant Model Service Delivery in Rural Settings.
39p. 1mf. L1 ED 369 609

Sewing Machine Operators

National Workplace Literacy Program. Garment-Related Bilingual (English and Chinese) Broadcast Lessons. Book 1 and 2.
110p. 2mf. L1 ED 369 305

Sex

Gender Differences in Course Selection Criteria: Academically Talented Students in an Intensive Summer Program.
43p. 1mf. L1 ED 369 721

Sex Bias

About Women on Campus. Volume 1, Numbers 1-4. Volume 2, Numbers 1-4.
134p. 2mf. L1 ED 369 352

Gender Equity. IDRA Forum.
21p. 1mf. L1 ED 369 639

The Gender Gap in Higher Education. World Yearbook of Education 1994.
255p. 0mf. L3 ED 369 380

Policies of Gender and Equal Opportunities in Curriculum Development: Discussing the Situation in Finland and Britain. Research Bulletin 85.
58p. 1mf. L1 ED 369 133

Sex Differences

Boys, Girls, and E-Mail: A Case Study in Finnish Senior Secondary Schools. Research Report 110.
134p. 2mf. L1 ED 369 383

Chemistry Problem-Solving Abilities: Gender, Reasoning Level and Computer-Simulated Experiments.
25p. 1mf. L1 ED 369 656

Planning for Change: A Source Book for Strategic Planning.
52p. 1mf. L1 ED 369 135

Strategic Planning for Community Viability: A Process, Not a Destination. Circular CRD-60.
7p. 1mf. L1 ED 368 930

Utah's Best Project: Behavioral and Educational Strategies for Teachers. Technical Assistance Manuals, Edited Versions.
154p. 2mf. L1 ED 369 760

Stress Management

Keeping Spirits High: Renewing Our Commitment to Education.
35p. 1mf. L1 ED 369 151

Stress Management for Elementary Schools.
198p. 0mf. L3 ED 369 006

Stress Management.
31p. 1mf. L1 ED 368 974

Time Management.
47p. 1mf. L1 ED 368 976

Stress Variables

Life Stress and Reading Comprehension Test Scores in the Middle School Student.
42p. 1mf. L1 ED 369 057

An Overview of the Issues Surrounding Faculty Burnout.
20p. 1mf. L1 ED 369 373

Stress and Western Kansas High School Students.
143p. 2mf. L1 ED 369 004

Stress Management.
31p. 1mf. L1 ED 368 974

Structural Analysis (Linguistics)

Dipthongization and Underspecification in Konni.
20p. 1mf. L1 ED 369 294

Notes on Linguistics, 1993.
267p. 3mf. L1 ED 369 295

Student Adjustment

Attitudes Toward School and School Adjustment, Grades 4-6. Annotated Bibliography of Tests.
36p. 1mf. L1 ED 369 811

Attitudes Toward School and School Adjustment, Preschool-Grade 3. Annotated Bibliography of Tests.
34p. 1mf. L1 ED 369 810

Prototype Matching and Striving for Future Selves: Information Management Strategies in the Transition to College.
35p. 1mf. L1 ED 369 328

Student Alienation

Keeping High-Risk Chicano Students in School: Lessons from a Los Angeles Middle School Dropout Prevention Program.
56p. 1mf. L1 ED 369 582

Student Attitudes

Attitudes and Opinions from the Nation's High Achieving Teens. 24th Annual Survey of High Achievers.
163p. 2mf. L1 ED 368 995

Attitudes Toward Curriculum. Annotated Bibliography of Tests.
33p. 1mf. L1 ED 369 807

Attitudes Toward Reading. Annotated Bibliography of Tests.
23p. 1mf. L1 ED 369 808

Attitudes Toward School and School Adjustment, Grades 4-6. Annotated Bibliography of Tests.
36p. 1mf. L1 ED 369 811

Teacher Shortages and Surpluses in New York State: Perceptions of Rural Teaching Candidates and Administrators.
53p. 1mf. L1 ED 369 643

Teachers Perceptions of and Strategies with Lexical Anomalies.
28p. 1mf. L1 ED 369 259

Texas Teachers, Moonlighting, and Morale, 1980-1994.
29p. 1mf. L1 ED 369 744

Trade Books Used in the Teaching of Reading.
10p. 1mf. L1 ED 369 055

Teacher Behavior

Classroom Interaction. Annotated Bibliography of Tests.
42p. 1mf. L1 ED 369 825

The Effects of Three Seating Arrangements on Teachers' Use of Selective Interactive Verbal Behaviors.
26p. 1mf. L1 ED 369 757

Managing Classroom Discourse: An Examination of Teacher/Student Interaction.
26p. 1mf. L1 ED 369 116

Sociocognitive Conflict in Peer-Led and Teacher-Led Discussions of Literature. Reading Research Report No. 12.
50p. 1mf. L1 ED 369 069

Teachers Collaboratively Writing about Their Curricular Activism.
19p. 1mf. L1 ED 369 100

Teaching Style. Annotated Bibliography of Tests.
44p. 1mf. L1 ED 369 804

Teacher Burnout

An Overview of the Issues Surrounding Faculty Burnout.
20p. 1mf. L1 ED 369 373

Teacher Certification

A Comparison of Traditional and Distance Education Models.
9p. 1mf. L1 ED 369 599

Creating a Professional Workforce in Adult ESL Literacy. ERIC Digest.
4p. 1mf. L1 ED 369 308

Demonstrated Competency and Subject-Specific Endorsement Guidelines.
54p. 1mf. L1 ED 369 758

Model Standards for Beginning Teacher Licensing and Development: A Resource for State Dialogue. Draft for Comments.
44p. 1mf. L1 ED 369 767

Teacher Education Policy in the States: A 50-State Survey of Legislative and Administrative Actions.
82p. 1mf. L1 ED 369 771

Teacher Characteristics

Hiring the Right Next Generation of Faculty.
4p. 1mf. L1 ED 369 444

The New Challenge: A Relevant Program for the Disadvantaged Gifted.
6p. 1mf. L1 ED 369 610

A Study of Teacher and Student Bonding.
62p. 1mf. L2 ED 369 747

Texas Teachers, Moonlighting, and Morale, 1980-1994.
29p. 1mf. L1 ED 369 744

Teacher Competencies

Improving Knowledge and Competency of Early Childhood Providers Through an In-Service Multicultural Bilingual Program.
51p. 1mf. L1 ED 369 530

Teacher Competency Testing

Theory Practice Relationship

Changing Classroom Practices: Resources for Literary and Cultural Studies. Refiguring English Studies.
336p. 4mf. L1 ED 369 104
A Practical Guide to Effective Site-Based Management.
208p. 0mf. L3 ED 369 140
Theory Meets Practice in Language Arts Assessment. ERIC Digest.
3p. 1mf. L1 ED 369 075
Using Feedback and Reflection as Tools in Bridging the Theory-Practice Link in Language Teacher Training at the Primary Level.
17p. 1mf. L1 ED 369 282
Therapeutic Recreation

Deterrents to Participation in Continuing Professional Education and Implications for Future Educational Program Planning.
23p. 1mf. L1 ED 369 738
Therapy

Cognitive-Behavioral Therapy: Applications for African-American Middle School At-Risk Students.
25p. 1mf. L1 ED 369 859
Thinking Skills

Developing Reflective Judgment: Understanding and Promoting Intellectual Growth and Critical Thinking in Adolescents and Adults. Jossey-Bass Higher and Adult Education Series and Jossey-Bass Social and Behavioral Science Series.
323p. 0mf. L3 ED 368 925
Educating the Entire Person.
105p. 2mf. L1 ED 369 523
Improving the Critical Thinking Skills of Ninth Grade World History Students by Integrating Critical Thinking Skills and Course Content.
82p. 1mf. L1 ED 369 722
Instructional Strategies for Implementing Ethics Instruction in Health Education Courses.
5p. 1mf. L2 ED 369 741
Multivariate and Descriptive Discriminant Analysis of Multidisciplinary Approaches to Integrating Mathematics, Science, and Technology Education in the High School.
22p. 1mf. L1 ED 368 936
Promoting Social and Emotional Development in Deaf Children. The PATHS Project.
250p. 0mf. L3 ED 369 237
Psychology of Learning for Instruction.
409p. 0mf. L3 ED 369 772
Teaching Critical Thinking Skills in Biology.
59p. 1mf. L2 ED 369 655
Using Informal Knowledge in Formal Domains: Intuitions and Notations Sometimes Clash.
44p. 1mf. L1 ED 369 822
Time

What Have You Learned? Co-Constructing the Meaning of Time.
25p. 1mf. L1 ED 369 484
Time Factors (Learning)

Observations of Instructional Time in Kindergarten Classrooms: Suggestions for Improvement.
13p. 1mf. L1 ED 369 522
Time Management

Time Management.

8p. 1mf. L1 ED 369 374

Writing Improvement

Using a Continuous Assessment Approach To Enhance Third Grade Children's Writing Abilities.
101p. 2mf. L2 ED 369 079

Writing Instruction

Beyond the Formula: Students Becoming Writers.
14p. 1mf. L1 ED 369 082

Business Writing.
142p. 2mf. L1 ED 368 981

Chapter 1 Developer/Demonstration Program Learning To Read through the Arts 1992-93. OREA Report.
66p. 1mf. L1 ED 369 058

Composition and Rhetoric: A Natural Alliance.
10p. 1mf. L1 ED 369 080

Documentation.
55p. 1mf. L1 ED 368 982

E.C.I.A. Chapter 1 Children's Art Carnival Creative Reading Program 1992-93. OREA Report.
59p. 1mf. L1 ED 369 059

Impact of the Winthrop Writing Institute on Participants' Teaching and Writing 1981 through 1989.
49p. 1mf. L1 ED 369 087

Literacy Development in the Early Years: Helping Children Read and Write. Second Edition.
399p. 0mf. L3 ED 369 048

Making the Point: Writing in the Workplace.
143p. 2mf. L1 ED 368 983

Mindful of Others: Teaching Children To Teach.
237p. 0mf. L3 ED 369 097

"Murrayesque" Expressivism: A Deweyan Reconsideration of Contemporary Composition's Dangerous Dichotomies.
13p. 1mf. L1 ED 369 076

OATYC Journal, 1993-94.
98p. 2mf. L1 ED 369 450

Prewriting Activities: Focus on the Process of Writing.
9p. 1mf. L1 ED 369 257

Reading and Writing Effectively.
164p. 2mf. L1 ED 368 979

Reading and Writing II.
112p. 2mf. L1 ED 368 980

Teaching and Assessing Writing: Recent Advances in Understanding, Evaluating, and Improving Student Performance. Second Edition, Revised and Expanded.
351p. 0mf. L3 ED 369 090

Teaching Writing with Small Groups.
26p. 1mf. L1 ED 369 290

Trends and Issues in English Instruction, 1993--Six Summaries. Summaries of Informal Annual Discussions of the Commissions of the National Council of Teachers of English.
18p. 1mf. L1 ED 369 083

Trends and Issues in English Instruction, 1994--Six Summaries. Summaries of Informal Annual Discussions of the Commissions of the National Council of Teachers of English.
12p. 1mf. L1 ED 369 084

Using a Continuous Assessment Approach To Enhance Third Grade Children's Writing Abilities.
101p. 2mf. L2 ED 369 079

Writing Laboratories

A Community of Writers: Peer Tutor Training for Writing Center Techniques Which Foster Dialogue in the Writing Process.

Gender Differences in Achievement Test Scores.
25p. 1mf. L2 ED 369 816

Geometry. Annotated Bibliography of Tests.
38p. 1mf. L1 ED 369 785

History. Annotated Bibliography of Tests.
15p. 1mf. L1 ED 369 788

Industrial Arts, Grades 7-12. Annotated Bibliography of Tests.
88p. 1mf. L1 ED 369 790

Acquired Immune Deficiency Syndrome

AIDS Administration Public and Professional Education and Training Programs. 1992 Annual Report to the Governor and General Assembly of Maryland.
49p. 1mf. L1 ED 369 739

Introduction to SmartBooks. Report 23-93.
25p. 1mf. L1 ED 369 402

A Study of Some Psychological Correlates of HIV Positive Veterans.
10p. 1mf. L1 ED 369 020

Action Research

Exploring Staff Development Theories: The Ames Study.
32p. 1mf. L1 ED 369 751

Promoting Multi-Site Collaborative Inquiry: Initial Efforts and Challenges.
27p. 1mf. L1 ED 369 320

Teachers Learning from Teachers: Knowledge and Understanding in Collaborative Action Research.
31p. 1mf. L1 ED 369 756

Activism

Participatory Citizenship: A Learned Way of Living.
51p. 1mf. L1 ED 369 676

Adaptive Behavior (of Disabled)

Social Skills, Birth - Age 9. Annotated Bibliography of Tests.
70p. 1mf. L1 ED 369 835

Administrative Change

Addressing the Problems of First-Year Assistant Principals.
42p. 1mf. L1 ED 369 179

Administrative Organization

A Quality System for Education: Using Quality and Productivity Techniques To Save Our Schools.
239p. 0mf. L3 ED 369 421

Task Force on College Governance Report to the College Community: 3 Years in Progress.
28p. 1mf. L1 ED 369 440

Administrative Policy

Child Day Care Center Licensing Study, 1994.
200p. 3mf. L2 ED 369 518

Administrator Attitudes

Administrators' Attitudes toward Cultural Diversity Management: An Empirical Study;
24p. 1mf. L1 ED 369 350

Caring for a Living: A Study on Wages and Working Conditions in Canadian Child Care. Final Report.
174p. 2mf. L2 ED 369 474

Educational Leaders: Professionals or Moral-Social Agents.
14p. 1mf. L1 ED 369 182

Establishing Partnerships among Women Executives in Rural School

Annotated Bibliography of Tests.
36p. 1mf. L1 ED 369 811

Attitudes Toward School and School Adjustment, Grades 7 and Above. Annotated Bibliography of Tests.
70p. 1mf. L1 ED 369 812

Attitudes Toward School and School Adjustment, Preschool-Grade 3. Annotated Bibliography of Tests.
34p. 1mf. L1 ED 369 810

Group Behavior and Influence. Annotated Bibliography of Tests.
39p. 1mf. L1 ED 369 841

Measures of Learning Style. Annotated Bibliography of Tests.
29p. 1mf. L1 ED 369 795

Attribution Theory

Causal Attributions for Health and Illness: A Cross-Cultural Contribution.
5p. 1mf. L1 ED 369 018

Causal Attributions for Health and Illness: Some Predictor Variables.
5p. 1mf. L1 ED 369 019

Trait Ambiguity and Controllability in Evaluations of Self and Others.
11p. 1mf. L1 ED 369 028

Audience Analysis

Composition and Rhetoric: A Natural Alliance.
10p. 1mf. L1 ED 369 080

Audience Awareness

Making Routine Letters Have Positive Effects.
12p. 1mf. L1 ED 369 081

Rhetoric and Composition: A Necessary Tension.
12p. 1mf. L1 ED 369 102

Authors

"Droit d'Auteur," "Copyright" and Neighboring Rights at the Crossroads.
19p. 1mf. L1 ED 369 384

Aviation Education

Tomorrow's Needs; Today's Challenges. Annual Aviation Education Forum (1st, Washington, D.C., June 18, 1993). Edited Proceedings.
32p. 1mf. L1 ED 368 868

Basal Reading

A New Look: Basals of the Nineties.
67p. 1mf. L1 ED 369 045

Basic Skills

Basic Skills in the Workplace: Practical Guide for Development & Implementation.
275p. 3mf. L1 ED 368 911

Basic Skills. Annotated Bibliography of Tests.
70p. 1mf. L1 ED 369 793

Core Curriculum. A Workplace Specific Curriculum.
183p. 2mf. L1 ED 368 902

Skills for Tomorrow. Workplace Skills Project. DACUM Charts.
38p. 1mf. L1 ED 368 988

Topics for Lehigh County Seniors.
77p. 1mf. L1 ED 368 886

Basic Writing

Directing a Basic Writing Program: Encouraging Diversity among Students and Instructors.

Class Activities

Teaching for Oral Proficiency in French: A Teacher's Manual To Accompany Foreign Language Master Curriculum.
48p. 1mf. L1 ED 369 299

Teaching for Oral Proficiency in German: A Teacher's Manual To Accompany Foreign Language Master Curriculum.
117p. 2mf. L1 ED 369 298

Teaching for Oral Proficiency in Spanish: A Teacher's Manual To Accompany Foreign Language Master Curriculum.
88p. 1mf. L1 ED 369 300

Class Organization

Classroom Management for Elementary Teachers. Third Edition.
226p. 0mf. L3 ED 369 782

Classroom Management for Secondary Teachers. Third Edition.
212p. 0mf. L3 ED 369 781

The Effects of Three Seating Arrangements on Teachers' Use of Selective Interactive Verbal Behaviors.
26p. 1mf. L1 ED 369 757

Grouping Pupils for Language Arts Instruction.
14p. 1mf. L1 ED 369 066

Class Size

Education in Indiana: An Overview. Special Report.
129p. 2mf. L1 ED 369 137

The Effect of Class Size on Achievement and Retention in the Primary Grades: Implications for Policy Makers.
37p. 1mf. L1 ED 369 172

Special Education Program Standards Study. Commonwealth of Virginia. Final Technical Report.
261p. 3mf. L1 ED 369 207

To Retain or Not? There Is No Question.
26p. 1mf. L1 ED 369 177

Classification

Enhancing Vocabulary Acquisition through Reading: A Hierarchy of Text-Related Exercise Types.
24p. 1mf. L1 ED 369 291

Order & Diversity in the Living World: Teaching Taxonomy & Systematics in Schools.
92p. 1mf. L2 ED 369 654

Classroom Communication

Classroom Interaction. Annotated Bibliography of Tests.
42p. 1mf. L1 ED 369 825

The Effects of Three Seating Arrangements on Teachers' Use of Selective Interactive Verbal Behaviors.
26p. 1mf. L1 ED 369 757

Managing Classroom Discourse: An Examination of Teacher/Student Interaction.
26p. 1mf. L1 ED 369 116

Mindful of Others: Teaching Children To Teach.
237p. 0mf. L3 ED 369 097

Re-Negotiating Authority in Composition: Student-Led Discussions and the Interpretation of Text.
16p. 1mf. L1 ED 369 093

Tell Me: Children, Reading & Talk.
130p. 2mf. L1 ED 369 064

Classroom Design

Resource Rooms for Children: An Innovative Curricular Tool. ERIC Digest.
3p. 1mf. L1 ED 369 576

Introducing Computer Technology on Teachers' Attitudes.
18p. 1mf. L1 ED 369 646

Integrating Technology in the Classroom: Process Evaluation, Strategies and Issues.
22p. 1mf. L1 ED 369 392

Introduction to SmartBooks. Report 23-93.
25p. 1mf. L1 ED 369 402

Software Buyer's Guide. 1993 Edition.
74p. 1mf. L1 ED 368 903

The Use of the Computer in the School Art Program.
12p. 1mf. L1 ED 369 689

Computer Graphics

A Comparison of the Effectiveness between Computer Aided Drafting and the Traditional Drafting Techniques as Methods of Teaching Pictorial and Multiview Drawings.
23p. 1mf. L1 ED 368 935

Computer Literacy

Exploring the Past. "A Senior Literacy Model." Final Report.
74p. 1mf. L1 ED 368 876

Personal Portable Computers and the Curriculum. Practitioner MiniPaper 13.
63p. 1mf. L2 ED 369 388

Use of Technology by Undergraduate Elementary Education Majors.
11p. 1mf. L1 ED 369 743

Computer Networks

Experience the Power: Network Technology for Education.
20p. 1mf. L1 ED 369 418

The Global Classroom. Special Report: Online for Learning.
14p. 1mf. L1 ED 369 385

Literacy Development in Network-Based Classrooms. Technical Report No. 597.
31p. 1mf. L1 ED 369 056

Users' Perspectives on U.S. Government Information and Services on the Internet: A Summary from Two Seminars. A Report Prepared for The Information Infrastructure Task Force.
26p. 1mf. L1 ED 369 399

Computer Science Education

He, She and I. T.: Groupwork in a Gender-Sensitive Area.
14p. 1mf. L1 ED 369 486

Computer Software Development

Art & Design Software Development Using IBM Handy (A Personal Experience).
14p. 1mf. L1 ED 369 697

Computer Software Evaluation

Software Buyer's Guide. 1993 Edition.
74p. 1mf. L1 ED 368 903

Computer Uses in Education

Computers in Schools of Southeast Texas in 1994.
16p. 1mf. L1 ED 369 735

Personal Portable Computers and the Curriculum. Practitioner MiniPaper 13.
63p. 1mf. L2 ED 369 388

Reaching Out to the World: Training Teachers To Integrate Telecommunications into Special Education Classrooms.
8p. 1mf. L1 ED 369 595

Use of Technology by Undergraduate Elementary Education Majors.
11p. 1mf. L1 ED 369 743

11p. 1mf. L1 ED 369 623

Data Collection

Assessing the Implementation of a State Wide Competency-Based Student Tracking System in Business Education.
22p. 1mf. L1 ED 369 818

Availability of Data on School Completion Outcomes and Indicators. Technical Report 8.
45p. 1mf. L1 ED 369 228

Implementation of Alternative Methods for Making Educational Accountability Decisions for Students with Disabilities. Synthesis Report 12.
32p. 1mf. L1 ED 369 230

Return Address Study Report.
11p. 1mf. L1 ED 369 468

State Data Collection and Monitoring Procedures Regarding Overrepresentation of Minority Students in Special Education. Project FORUM.
20p. 1mf. L1 ED 369 247

Data Interpretation

Return Address Study Report.
11p. 1mf. L1 ED 369 468

Total Quality Management Handbook: Applying the Baldrige Criteria to Schools.
80p. 1mf. L1 ED 369 138

Daughters

The Mother-Daughter Bond.
13p. 1mf. L1 ED 369 000

Day Care

CCAC Family Support Watch Audioconference Series: Summary of Proceedings (April-September 1993).
52p. 1mf. L1 ED 369 554

Child Care Connections-NS: Three Years of Development and Our Commitment to Children, Parents, Colleagues, and Community.
35p. 1mf. L1 ED 369 528

Child Care for Young Children with Disabilities.
9p. 1mf. L1 ED 369 593

Child Care Project. Annual Report.
41p. 1mf. L1 ED 369 487

Child Care Quality: States' Difficulties Enforcing Standards Confront Welfare Reform Plans. Statement of Joseph F. Delfico, Director, Income Security Issues, Health, Education, and Human Services. Testimony before the Subcommittee on Regulation, BusinessOpportunities, and Technology, Committee on Small Business, House of Representatives.
13p. 1mf. L1 ED 369 534

A Community Development Approach to Early Childhood Educare Intervention in Disadvantaged Communities.
15p. 1mf. L1 ED 369 496

Community of the Twenty-First Century.
23p. 1mf. L2 ED 369 482

Costings of Different Programme Options for Junior Primary Upgrading and Community-Based Educare Provision.
48p. 1mf. L1 ED 369 494

Early Childhood and Pre-School Education in Denmark.
18p. 1mf. L1 ED 369 525

Early Childhood Health Promotion Project (October 1989 - June 1993). Final Report.
235p. 3mf. L1 ED 369 503

Focus on Child Care Initiatives Fund Project = Point de Mire sur les projets de la Caisse d'aide aux projets en matiere de garde

Early Childhood Education Program Evaluation 1992-1993.
58p. 1mf. L1 ED 369 546

Educare in Europe. Report of the European Child Care Conference (Copenhagen, Denmark, October 1992).
152p. 2mf. L1 ED 369 519

Issues in Early Childhood Development (ECD).
5p. 1mf. L1 ED 369 511

Reform and Early Childhood Education: Making Teacher Preparation Professional and Relevant.
25p. 1mf. L1 ED 369 516

Starting Points: Meeting the Needs of Our Youngest Children. The Report of the Carnegie Task Force on Meeting the Needs of Young Children.
153p. 2mf. L1 ED 369 562

Early Intervention

The ACCK Preservice Early Intervention Project. Final Report.
156p. 2mf. L1 ED 369 199

Bridging Early Services for Children with Special Needs and Their Families: A Practical Guide for Transition Planning.
318p. 0mf. L3 ED 369 239

Child Care for Young Children with Disabilities.
9p. 1mf. L1 ED 369 593

Coaching for Accomplishment. Project APIP.
21p. 1mf. L1 ED 369 213

Costings of Different Programme Options for Junior Primary Upgrading and Community-Based Educare Provision.
48p. 1mf. L1 ED 369 494

The Family Involvement Triangle: A School-Home Collaborative Model. Project APIP.
35p. 1mf. L1 ED 369 212

Growing: Birth to Three. Piecing It All Together.
29p. 1mf. L1 ED 369 240

Higher Education Faculty Institute Multidisciplinary Inservice Model Demonstration Project. Final Report.
984p. 11mf. L1 ED 369 224

Inclusive Early Childhood Education: A Model Classroom.
189p. 0mf. L3 ED 369 214

Issues in Early Childhood Development (ECD).
5p. 1mf. L1 ED 369 511

Malaysia's First Day Care Center for Children with Disabilities: Future Needs in Research in Early Intervention.
24p. 1mf. L1 ED 369 189

The Ninos Especiales Outreach Training Project (NEOTP). Final Report.
744p. 8mf. L1 ED 369 225

State Education Department Preschool Handicapped Education Program. Report 93-S-23.
40p. 1mf. L1 ED 369 217

Eating Habits

Children's Nutrition and Learning. ERIC Digest.
3p. 1mf. L1 ED 369 579

Ecological Factors

Growing: Birth to Three. Piecing It All Together.
29p. 1mf. L1 ED 369 240

Economic Development

Education and Cultural Development: Policies and Practices in the Africa Region.
20p. 1mf. L1 ED 369 704

Improving Higher Education in Developing Countries. EDI Seminar Series.

Services. Testimony before the Subcommittee on Regulation, BusinessOpportunities, and Technology, Committee on Small Business, House of Representatives.
13p. 1mf. L1 ED 369 534

Educare in Europe. Report of the European Child Care Conference (Copenhagen, Denmark, October 1992).
152p. 2mf. L1 ED 369 519

National Report on Schooling in Australia, 1991.
185p. 2mf. L1 ED 369 666

National Statement on Quality Child Care (Enonce de principe national sur la qualite dans les services de garde).
65p. 1mf. L2 ED 369 504

Quality Assurance in "New" Methods of Learning.
8p. 1mf. L1 ED 369 347

A Quality System for Education: Using Quality and Productivity Techniques To Save Our Schools.
239p. 0mf. L3 ED 369 421

Questions of Quality: in Europe and Beyond. Higher Education Report No. 1.
62p. 1mf. L2 ED 369 343

Scholarship Reconsidered and Its Impact on the Faculty Member.
11p. 1mf. L1 ED 369 372

Starting Points: Meeting the Needs of Our Youngest Children. The Report of the Carnegie Task Force on Meeting the Needs of Young Children.
153p. 2mf. L1 ED 369 562

A Study of Attitudes & Behavior Regarding Children's Education. The Third PTA National Education Survey.
185p. 2mf. L1 ED 369 537

Educational Research

Adult Education Research Annual Conference (AERC) Proceedings (34th, University Park, Pennsylvania, May 1993).
377p. 4mf. L1 ED 368 967

Adult Literacy: Issues for Policy and Practice.
182p. 0mf. L3 ED 368 855

Advances in Research and Practice in Self-Directed Learning.
293p. 0mf. L3 ED 368 917

An Analysis of the Integration of the Feminist Perspective in Research Methods Classes: Current Practices.
32p. 1mf. L1 ED 369 344

Annual Adult Education Research Conference (AERC) Proceedings (33rd, Saskatoon, Saskatchewan, Canada, May 15-17, 1992). Revised Edition.
389p. 5mf. L1 ED 368 856

The Center for Research in Educational Policy: Development and Status.
16p. 1mf. L1 ED 369 382

Higher Education: Handbook of Theory and Research. Volume IX.
498p. 0mf. L3 ED 369 342

Higher Education: Handbook of Theory and Research. Volume VI.
527p. 0mf. L3 ED 369 339

Higher Education: Handbook of Theory and Research. Volume VII.
482p. 0mf. L3 ED 369 340

Higher Education: Handbook of Theory and Research. Volume VIII.
482p. 0mf. L3 ED 369 341

Research Summary: Year Round Schools May Not Be the Answer.
18p. 1mf. L1 ED 369 548

Self-Directed Learning Dissertation Abstracts 1966-1991.
326p. 0mf. L3 ED 368 919

Self-Directed Learning: Emerging Theory & Practice.
135p. 0mf. L3 ED 368 916

Special Issues Analysis Center Annual Report: Year One. Volumes I-V.

Ethnocentrism

Determinants of Ethnocentrism: A Study of the Relationship between Students' Exposure to Other Cultures and Their Attitudes toward Cultural Values.
80p. 1mf. L1 ED 369 117

Etiology

Origins of Ethnic Strife.
16p. 1mf. L1 ED 368 999

The Universality of Emotional Child Abuse.
19p. 1mf. L1 ED 369 003

Evaluation

Assessing the Climate of Science Laboratory Classes.
13p. 1mf. L1 ED 369 657

Evaluation Criteria

Best Practices Statements for School and Systemic Development.
20p. 1mf. L1 ED 369 160

Community Access Survey. Project REC.
14p. 1mf. L1 ED 369 206

Conference Program Analysis. Technology Education Division.
6p. 1mf. L1 ED 368 934

Education of Teachers in Field Settings: A Case Study.
11p. 1mf. L1 ED 369 753

Effective Board Participation.
127p. 0mf. L3 ED 369 315

Evaluating Institutional Policies on the Evaluation of Student Achievement: General Guidelines.
23p. 1mf. L1 ED 369 435

Evaluating Programs of Studies: General Guidelines.
20p. 1mf. L1 ED 369 436

Saskatchewan Institute of Applied Science and Technology Program Review Policy and Procedures. Revised Edition.
34p. 1mf. L1 ED 368 867

Evaluation Methods

Assessing Learners in Higher Education. Teaching and Learning in Higher Education Series.
165p. 0mf. L3 ED 369 379

Classroom Strategies for Assessing Limited English Proficient Students in Vocational Programs: A Resource Handbook.
314p. 4mf. L1 ED 368 872

The Commission d'evaluation de l'enseignement collegial: Its Mission and Directions (La Commission d'evaluation de l'enseignement collegial: Sa mission et ses orientations).
23p. 1mf. L1 ED 369 434

Conference Program Analysis. Technology Education Division.
6p. 1mf. L1 ED 368 934

Developing Reflective Judgment: Understanding and Promoting Intellectual Growth and Critical Thinking in Adolescents and Adults. Jossey-Bass Higher and Adult Education Series and Jossey-Bass Social and Behavioral Science Series.
323p. 0mf. L3 ED 368 925

Don't Kill the Messenger! Conducting Program Evaluation and Facilitating Change through Negotiated Evaluation.
9p. 1mf. L1 ED 369 622

Evaluating Institutional Policies on the Evaluation of Student Achievement: General Guidelines.
23p. 1mf. L1 ED 369 435

Evaluating Programs of Studies: General Guidelines.
20p. 1mf. L1 ED 369 436

Evaluation of Communication Training Effectiveness in the

30p. 1mf. L1 ED 369 134

State Education Governance Structures.

124p. 2mf. L1 ED 369 167

Governing Boards

Effective Board Participation.

127p. 0mf. L3 ED 369 315

Government Employees

The Cafeteria Workers' Skills Enhancement Training Program. Performance Report.

22p. 1mf. L1 ED 368 957

Government Role

Child Care Quality: States' Difficulties Enforcing Standards Confront Welfare Reform Plans. Statement of Joseph F. Delfico, Director, Income Security Issues, Health, Education, and Human Services. Testimony before the Subcommittee on Regulation, BusinessOpportunities, and Technology, Committee on Small Business, House of Representatives.

13p. 1mf. L1 ED 369 534

CSCE and Information: Proceedings of a Seminar of Experts (Tampere, Finland, April 24-27, 1992). Publications Series B 36/1992.

183p. 2mf. L1 ED 369 119

"Droit d'Auteur," "Copyright" and Neighboring Rights at the Crossroads.

19p. 1mf. L1 ED 369 384

Early Childhood and Pre-School Education in Denmark.

18p. 1mf. L1 ED 369 525

Elementary School Children: Many Change Schools Frequently, Harming Their Education. Report to the Honorable Marcy Kaptur, House of Representatives.

56p. 1mf. L1 ED 369 526

Federal Policy Options for Improving the Education of Low-Income Students. Volume I, Findings and Recommendations.

86p. 1mf. L1 ED 369 843

Federal Policy Options for Improving the Education of Low-Income Students. Volume III. Countering Inequity in School Finance.

58p. 1mf. L1 ED 369 868

Improving Health (Majority Recommendations.) Next Steps for Children and Families. Implementation Guide Series.

85p. 1mf. L1 ED 369 476

Making Government Work: Electronic Delivery of Federal Services.

188p. 2mf. L1 ED 369 405

The Power of Comparison in Teaching about Constitutionalism, Law, and Democracy.

24p. 1mf. L1 ED 369 727

Racing with the World: How States Can Build a 21st Century Workforce.

46p. 1mf. L2 ED 368 928

School Library Policy Statement. Revised.

8p. 1mf. L1 ED 369 396

Violence in Schools: An Overview. CRS Report for Congress.

12p. 1mf. L1 ED 369 159

Why the Religious Right Is Wrong about Separation of Church and State.

255p. 3mf. L1 ED 369 168

Government School Relationship

A Compilation of Federal Education Laws. Volume III--Higher Education, As Amended through March 1994. Prepared for the Use of the Committee on Education and Labor of the U.S. House of Representatives and for the Use of the Committee on Labor and

26p. 1mf. L1 ED 369 399

Information Literacy

From Library Skills to Information Literacy: A Handbook for the 21st Century.
167p. 0mf. L3 ED 369 415

Information Needs

Communication--The Modern Approach to Education.
14p. 1mf. L1 ED 369 108

Information Networks

20/20 Vision: The Development of a National Information Infrastructure.
166p. 2mf. L1 ED 369 404

Experience the Power: Network Technology for Education.
20p. 1mf. L1 ED 369 418

Gateways, Gatekeepres, and Roles in the Information Omniverse. Proceedings of the Symposium of the Association of Research Libraries and Association of American University Presses (3rd, Washington, D.C., November 13-15, 1993).
177p. 2mf. L1 ED 369 407

The Global Classroom. Special Report: Online for Learning.
14p. 1mf. L1 ED 369 385

Information Infrastructure Sourcebook.
838p. 0mf. L3 ED 369 390

The Project GAIN Report: Connecting Rural Public Libraries to the Internet.
103p. 2mf. L2 ED 369 409

Technology in Rural Education. Fastback No. 366.
35p. 1mf. L1 ED 369 586

Information Processing

Communication--The Modern Approach to Education.
14p. 1mf. L1 ED 369 108

Sources of Redundancy in Printed English.
9p. 1mf. L1 ED 369 044

Information Retrieval

Problems in Encoding and Retrieval Encountered by Non-traditional Students.
17p. 1mf. L1 ED 368 956

Information Services

Self-Assessment for Campus Information Technology Services. Professional Paper Series, #12.
32p. 1mf. L1 ED 369 357

Information Technology

Self-Assessment for Campus Information Technology Services. Professional Paper Series, #12.
32p. 1mf. L1 ED 369 357

Information Utilization

Getting the Point: Reading in the Workplace.
69p. 1mf. L1 ED 368 977

Inservice Education

Multi-Agency Project for Preschoolers (MAPPS) Outreach. Final Report.
51p. 1mf. L1 ED 369 218

Inservice Teacher Education

Coping with Teacher Resistance: Insights from INSET Programmes.

How a Bilingual Child Understands Being Bilingual.
21p. 1mf. L1 ED 369 266

Nurturance of Infant and Toddler Language: Verbal Interactions in the Home Setting.
18p. 1mf. L1 ED 369 561

Preventing Language Disadvantage in the Child during the Process of Language Acquisition.
9p. 1mf. L1 ED 369 260

Structural Limits on Verb Mapping.
18p. 1mf. L1 ED 369 497

Language Arts

Children Exploring Their World: Theme Teaching in Elementary School.
295p. 0mf. L3 ED 369 096

Grouping Pupils for Language Arts Instruction.
14p. 1mf. L1 ED 369 066

Readers, Texts, and Contexts in a Sixth-Grade Community of Readers.
60p. 1mf. L1 ED 369 071

Theory Meets Practice in Language Arts Assessment. ERIC Digest.
3p. 1mf. L1 ED 369 075

Language Attitudes

Bilingual Preschool Programs: Future Directions.
23p. 1mf. L1 ED 369 500

Contact inter-ethnique et communication: processus et consequences (Inter-Ethnic Contact and Communication: Process and Results).
76p. 1mf. L1 ED 369 296

How a Bilingual Child Understands Being Bilingual.
21p. 1mf. L1 ED 369 266

Language Enrollment

Linking Foreign Language to Occupational Education in a Rural High School: Foreign Language with Criminal Justice and Travel & Tourism.
8p. 1mf. L1 ED 369 644

Language Impairments

Inclusionary Programs for Children with Language and/or Learning Disabilities: Issues in Teacher Readiness.
14p. 1mf. L1 ED 369 251

Language Laboratories

Self-Study Centre: Help, Fun, and Interdependence.
6p. 1mf. L1 ED 369 255

Language Proficiency

The Acquisition of Clicks by Non-Mother-Tongue Speakers.
18p. 1mf. L1 ED 369 285

Contact inter-ethnique et communication: processus et consequences (Inter-Ethnic Contact and Communication: Process and Results).
76p. 1mf. L1 ED 369 296

Foreign Language Mastery Curriculum.
45p. 1mf. L1 ED 369 297

German - Foreign Language. Annotated Bibliography of Tests.
13p. 1mf. L1 ED 369 786

Italian - Foreign Language. Annotated Bibliography of Tests.
10p. 1mf. L1 ED 369 791

The Role of Cohesion in Communicative Competence as Exemplified in Oral Proficiency Testing.
21p. 1mf. L1 ED 369 258

Disabilities: Issues in Teacher Readiness.
14p. 1mf. L1 ED 369 251

Inclusive Early Childhood Education: A Model Classroom.
189p. 0mf. L3 ED 369 214

Inclusive Education for All Students.
9p. 1mf. L1 ED 369 619

Inclusive Education in Billings, Montana: A Prototype for Rural Schools.
6p. 1mf. L1 ED 369 636

Inclusive Schools. Topical Bibliography on Inclusive Schools.
216p. 3mf. L1 ED 369 231

Monograph on Inclusion: Ensuring Appropriate Services to Children and Youth with Emotional/Behavioral Disorders--1. Highlights from the Working Forum on Inclusion (St. Louis, Missouri, October 1, 1993).
44p. 1mf. L1 ED 369 243

Organizational, Instructional and Curricular Strategies To Support the Implementation of Unified, Coordinated, and Inclusive Schools.
86p. 1mf. L1 ED 369 252

Rural Partnerships: Working Together. Proceedings of the Annual National Conference of the American Council on Rural Special Education (ACRES) (14th, Austin, Texas, March 23-26, 1994).
477p. 5mf. L1 ED 369 587

Service Delivery Models and Students with Emotional Disabilities and Behavior Disorders: A Rural Perspective.
14p. 1mf. L1 ED 369 608

Special Education Program Standards Study. Commonwealth of Virginia. Final Technical Report.
261p. 3mf. L1 ED 369 207

The Systematic Inclusive Preschool Education Model for Children with Severe Disabilities. Final Report.
125p. 2mf. L1 ED 369 221

Teacher Study Groups As a Means of Rural Professional Development.
6p. 1mf. L1 ED 369 600

Variables Affecting Itinerant Model Service Delivery in Rural Settings.
39p. 1mf. L1 ED 369 609

What Is Inclusion, Anyway? An Analysis of Organizational Position Statements.
22p. 1mf. L1 ED 369 234

Majors (Students)

Structure and Sequence in Curricula for English Majors.
12p. 1mf. L1 ED 369 106

A Study of Sex Differences among Art Students on Spatial Abilities.
15p. 1mf. L1 ED 369 681

Males

Boys, Girls, and E-Mail: A Case Study in Finnish Senior Secondary Schools. Research Report 110.
134p. 2mf. L1 ED 369 383

The Sexualized Context of American Public High Schools.
21p. 1mf. L1 ED 369 153

Management Development

Perceptions of First-Year Elementary Principals in Three Southeastern States Regarding Principal Induction Programs.
31p. 1mf. L1 ED 369 187

Management Systems

Assessing the Implementation of a State Wide Competency-Based

Older Adults

Exploring the Past. "A Senior Literacy Model." Final Report.
74p. 1mf. L1 ED 368 876

Senior Citizens as School Volunteers: New Resources for the Future. ERIC Digest.
3p. 1mf. L1 ED 369 774

Topics for Lehigh County Seniors.
77p. 1mf. L1 ED 368 886

Working and Learning Together. European Initiatives with Older People. A Report of the Annual Conference of the Association for Educational Gerontology Held in 1993, the European Year of Older People and Solidarity between Generations (Glasgow, Scotland,United Kingdom, July 1-4, 1993).
50p. 1mf. L1 ED 368 966

One Parent Family

Sex Equity. Single Parents, Displaced Homemakers, Single Pregnant Women's Projects. Directory FY-1994.
80p. 1mf. L1 ED 368 871

Women Work, Poverty Persists: A Status Report on Displaced Homemakers & Single Mothers in the United States.
77p. 1mf. L2 ED 369 029

Online Searching

Hands-On Instruction in an Electronic Classroom. A Final Report to the U.S. Dept. of Education of a Research and Development Grant Awarded To Establish a Fully-Equipped Electronic Training Room and Test the Effectiveness of Hands-On Instruction in Learning the NOTIS OPAC and Silver-Platter ERIC.
109p. 2mf. L1 ED 369 391

Oral History

The Roots of Reading: Preserving the Heritage of a Profession through Oral History Projects.
23p. 1mf. L1 ED 369 072

Oral Language

Foreign Language Mastery Curriculum.
45p. 1mf. L1 ED 369 297

Preventing Language Disadvantage in the Child during the Process of Language Acquisition.
9p. 1mf. L1 ED 369 260

Teaching for Oral Proficiency in French: A Teacher's Manual To Accompany Foreign Language Master Curriculum.
48p. 1mf. L1 ED 369 299

Teaching for Oral Proficiency in German: A Teacher's Manual To Accompany Foreign Language Master Curriculum.
117p. 2mf. L1 ED 369 298

Teaching for Oral Proficiency in Spanish: A Teacher's Manual To Accompany Foreign Language Master Curriculum.
88p. 1mf. L1 ED 369 300

Organizational Change

The Center for Research in Educational Policy: Development and Status.
16p. 1mf. L1 ED 369 382

A Framework for Fundamental Change in the Community College: Creating a Culture of Responsiveness.
34p. 1mf. L1 ED 369 432

A Joint Enterprise with America's Families To Ensure Student Success.
25p. 1mf. L2 ED 369 568

Multiculturalism: Implications for Outdoor and Conservation

Voices in Suicide. The Relationship between the Firestone Voice Scale for Self-Destructive Behavior and Self-Destructive Life-Styles.
18p. 1mf. L1 ED 368 998

Predictor Variables

Mediating Influences on Serum Lipids among Postmenopausal Women.
19p. 1mf. L1 ED 369 740

Prenatal Care

Improving Health (Majority Recommendations.) Next Steps for Children and Families. Implementation Guide Series.
85p. 1mf. L1 ED 369 476

Prenatal Influences

Fetal Alcohol Syndrome (FAS), Fetal Alcohol Effects (FAE): Implications For Rural Classrooms.
17p. 1mf. L1 ED 369 602

Prenatal Exposure to Drugs/Alcohol: Characteristics and Educational Implications of Fetal Alcohol Syndrome and Cocaine/Polydrug Effects.
126p. 0mf. L3 ED 369 238

Prepositions

Structural Limits on Verb Mapping.
18p. 1mf. L1 ED 369 497

Preschool Children

Conflict Resolution with Young Children. AECA Resource Book Series, No. 2.
16p. 0mf. L3 ED 369 502

Continuous Assessment and Monitoring of Preschool Progress.
34p. 1mf. L1 ED 369 542

Integrating Children with Disabilities into Preschool. ERIC Digest.
3p. 1mf. L1 ED 369 581

Resource Rooms for Children: An Innovative Curricular Tool. ERIC Digest.
3p. 1mf. L1 ED 369 576

Structural Limits on Verb Mapping.
18p. 1mf. L1 ED 369 497

Violence and Young Children's Development. ERIC Digest.
3p. 1mf. L1 ED 369 578

Preschool Curriculum

Toddlers and Their Mothers: Abridged Version for Parents and Educators.
243p. 0mf. L3 ED 369 508

Preschool Education

The Challenge for Site-Based Decision Making Councils: Making Quality Preschool Education Accessible to Language Minority Students.
8p. 1mf. L1 ED 369 545

Continuous Assessment and Monitoring of Preschool Progress.
34p. 1mf. L1 ED 369 542

Costings of Different Programme Options for Junior Primary Upgrading and Community-Based Educare Provision.
48p. 1mf. L1 ED 369 494

Early Childhood and Pre-School Education in Denmark.
18p. 1mf. L1 ED 369 525

Even Start Family Literacy Program Evaluation, Oklahoma City Public Schools, 1992-93.
53p. 1mf. L2 ED 369 512

Values Should Be Taught in the Public Schools!	12p.	1mf.	L1	ED 369 002

Public Policy

20/20 Vision: The Development of a National Information Infrastructure.	166p.	2mf.	L1	ED 369 404
California's Changing Faces: New Immigrant Survival Strategies and State Policy. A Policy Research Program Report.	195p.	3mf.	L1	ED 369 871
Changing Systems for Children and Families.	60p.	1mf.	L2	ED 369 509
The Children's Mental Health Integrated Fund: A Preliminary Report.	158p.	2mf.	L1	ED 369 222
Federal Policy Options for Improving the Education of Low-Income Students. Volume I, Findings and Recommendations.	86p.	1mf.	L1	ED 369 843
Information Infrastructure Sourcebook.	838p.	0mf.	L3	ED 369 390
Language Policy, Literacy, and Culture. Roundtable Discussion from the International Conference on Education (43rd, Geneva, Switzerland, September 18, 1992).	66p.	1mf.	L1	ED 369 293
Reauthorization of the Technology-Related Assistance for Individuals with Disabilities Act. Hearing before the Subcommittee on Select Education and Civil Rights of the Committee on Education and Labor. House of Representatives, One Hundred Third Congress, First Session (June 10, 1993).	127p.	2mf.	L1	ED 369 248
Safeguards.	19p.	1mf.	L1	ED 369 220
Staffing Systems of Care for Children and Families: A Report of the Southern Human Resource Development Consortium for Mental Health on Workforce Issues Related to Community-Based Service Delivery for Children and Adolescents with Serious Emotional Disturbance/Mental Illness and Their Families.	171p.	2mf.	L1	ED 369 210
Women's Job Training Agenda.	34p.	1mf.	L1	ED 368 858

Public Schools

Changing American Education. Recapturing the Past or Inventing the Future?	431p.	0mf.	L3	ED 369 851
Education in America. Opposing Viewpoints.	288p.	0mf.	L3	ED 369 850
Embedding Participation in Educational Finance Strategy: New Representations.	12p.	1mf.	L1	ED 369 130
Improving America's Schools Act of 1994. Report on H.R. 6 Together with Minority, Supplemental, and Additional Views Committee on Education and Labor, House of Representatives, 103rd Congress, 2d session.	737p.	8mf.	L1	ED 369 147
Kansas Quality Performance Accreditation (QPA): A Resource Guide for Addressing Outcome 8.	15p.	1mf.	L1	ED 369 001
Measuring Changes in Salaries and Wages in Public Schools. Annual Edition .	41p.	0mf.	L3	ED 369 161
Schools at the Crossroads: Which Way to Educational Excellence?	32p.	1mf.	L1	ED 369 162

123p. 0mf. L3 ED 369 311

Hiring, Paying & Evaluating School Administrators: A Cooperative Workbook for School Boards and Administrators.
59p. 1mf. L1 ED 369 163

Measuring Changes in Salaries and Wages in Public Schools. Annual Edition .
41p. 0mf. L3 ED 369 161

Salary Wage Differentials

Measuring Changes in Salaries and Wages in Public Schools. Annual Edition .
41p. 0mf. L3 ED 369 161

What Do Unions Do for Women? Research-in-Brief.
4p. 1mf. L1 ED 368 941

Sanitation

Sanitation and Safety for School Food Service: Program Development. Bulletin No. 92408.
135p. 2mf. L1 ED 369 156

Satire

Students as Satirists: Encouraging Critique and Comic Release.
14p. 1mf. L1 ED 369 099

Scheduling

Year-Round Education in the Woodburn School District.
134p. 2mf. L1 ED 369 141

Scholarly Journals

Perspectives on Your Chances for Journal Publication.
8p. 1mf. L1 ED 369 077

Scholarship

Scholarship Reconsidered and Its Impact on the Faculty Member.
11p. 1mf. L1 ED 369 372

Scholarships

Agriculture, Forestry, Fishing, and Veterinary Science. Financial Assistance for Study after Standard 10.
47p. 1mf. L1 ED 369 336

Any Field of Study. Financial Assistance for Study after Standard 10.
139p. 2mf. L1 ED 369 330

Architecture and Building Sciences. Financial Assistance for Study after Standard 10.
40p. 1mf. L1 ED 369 335

Art, Music, and Design. Financial Assistance for Study after Standard 10.
41p. 1mf. L1 ED 369 333

Commerce and Administration. Financial Assistance for Study after Standard 10.
71p. 1mf. L1 ED 369 332

Engineering. Financial Assistance for Study after Standard 10.
73p. 1mf. L1 ED 369 331

Financial Assistance for Study after Standard 10: First Diplomas and Bachelor's Degrees. 1993/1994. Research Finding MN-141.
240p. 3mf. L1 ED 369 329

Human Sciences, Languages, and Education. Financial Assistance for Study after Standard 10.
92p. 1mf. L1 ED 369 334

Medical and Related Fields. Financial Assistance for Study after Standard 10.
61p. 1mf. L1 ED 369 338

Natural, Mathematical, and Computer Sciences. Financial

Comparison of Familial and Cognitive Factors Associated with Male and Female Self-Esteem.
19p. 1mf. L1 ED 369 022

A Descriptive Study of Multicultural Elementary Student Playground Behaviors and Their Relationship to Gender, Age, Race and Socioeconomic Status.
34p. 1mf. L1 ED 369 521

The Education of Girls: Policy, Research and the Question of Gender. Australian Education Review No. 35.
131p. 0mf. L3 ED 369 719

Gender and the Perception of the Community College President's Leadership.
277p. 0mf. L3 ED 369 431

Gender Differences in Achievement Test Scores.
25p. 1mf. L2 ED 369 816

Gender Differences in Course Selection Criteria: Academically Talented Students in an Intensive Summer Program.
43p. 1mf. L1 ED 369 721

The Gender Gap in Higher Education. World Yearbook of Education 1994.
255p. 0mf. L3 ED 369 380

National Action Plan for the Education of Girls, 1993-97.
47p. 0mf. L3 ED 369 672

A Study of Sex Differences among Art Students on Spatial Abilities.
15p. 1mf. L1 ED 369 681

Teaching Gender Issues at a Women's College: A Male's Perspective.
9p. 1mf. L1 ED 369 114

Sex Discrimination

The Gender Gap in Higher Education. World Yearbook of Education 1994.
255p. 0mf. L3 ED 369 380

Sex Education

Five Hundred Questions Kids Ask about Sex and Some of the Answers: Sex Education for Parents, Teachers and Young People Themselves.
212p. 0mf. L3 ED 369 552

Positive Approaches: A Sexuality Guide for Teaching Developmentally Disabled Persons.
112p. 2mf. L2 ED 369 215

Sex Fairness

A Comprehensive Approach to Gender Equity.
5p. 1mf. L1 ED 369 640

He, She and I. T.: Groupwork in a Gender-Sensitive Area.
14p. 1mf. L1 ED 369 486

Sex Equity. Single Parents, Displaced Homemakers, Single Pregnant Women's Projects. Directory FY-1994.
80p. 1mf. L1 ED 368 871

Sex Role

Gender at the Base of World History.
14p. 1mf. L1 ED 369 678

Researching Pedagogy: A Transformative, Feminist Perspective.
16p. 1mf. L1 ED 369 724

Sex Stereotypes

Gender and the Perception of the Community College President's Leadership.
277p. 0mf. L3 ED 369 431

He, She and I. T.: Groupwork in a Gender-Sensitive Area.

Attitudes Toward School and School Adjustment, Grades 7 and Above. Annotated Bibliography of Tests.	70p.	1mf.	L1	ED 369 812
Attitudes Toward School and School Adjustment, Preschool-Grade 3. Annotated Bibliography of Tests.	34p.	1mf.	L1	ED 369 810
Becoming a Teacher: The Contribution of Teacher Education.	45p.	1mf.	L1	ED 369 769
Deaf Education Using Interactive Television.	19p.	1mf.	L1	ED 369 598
Determinants of Ethnocentrism: A Study of the Relationship between Students' Exposure to Other Cultures and Their Attitudes toward Cultural Values.	80p.	1mf.	L1	ED 369 117
Early Alert: A Report on Two Pilot Projects at Antelope Valley College.	49p.	1mf.	L1	ED 369 452
Equity Issues in the Multicultural British Education System: Focus on a Group of Working Class Students That Reject the Limited Educational Opportunities in the Education System.	13p.	1mf.	L1	ED 369 696
Having Fun: What's In and What's Not. Project REC.	38p.	1mf.	L1	ED 369 202
Improving Third-Grade Students' Attitudes to Reading through the Use of Recreational Reading Activities.	62p.	1mf.	L1	ED 369 043
Permeability of Students' World Views to Their School Views.	18p.	1mf.	L1	ED 369 645
Perspectives on Interdisciplinary Education. A Focus Group Study Conducted at the Minnesota Center for Arts Education.	46p.	1mf.	L1	ED 369 706
Racism in Schools--New Research Evidence.	66p.	0mf.	L3	ED 369 872
Re-Negotiating Authority in Composition: Student-Led Discussions and the Interpretation of Text.	16p.	1mf.	L1	ED 369 093
Relationships among Economic Diversity and Context of Student Teaching Placements and Educational Attitudes and Performance of Pre-Service Teachers.	19p.	1mf.	L1	ED 369 754
Resilient Students' Beliefs about Their Schooling Environment: A Possible Role in Developing Goals and Motivation.	21p.	1mf.	L1	ED 369 817
Role Playing in Foreign Language Teaching: An Application in an Elementary Chinese Class.	10p.	1mf.	L1	ED 369 289
Second-Order Learning and Education for Peace: Eva Nordland and the Project "Preparedness for Peace." Peace Education Miniprints No. 54.	15p.	1mf.	L1	ED 369 715
Self-Study Centre: Help, Fun, and Interdependence.	6p.	1mf.	L1	ED 369 255
Student Intentions: 'Why They Say They Come and Why They Say They Go...Preliminary Report.	11p.	1mf.	L1	ED 369 455
SUCCESS Program Planning/Evaluation Report for 1992-93. Focus on Program Evaluation.	64p.	1mf.	L1	ED 369 860
Teaching Gender Issues at a Women's College: A Male's Perspective.	9p.	1mf.	L1	ED 369 114
Tertiary Students' Perceptions of Important Events That Occur in Their Learning Environments.	35p.	1mf.	L1	ED 369 749

Demonstrated Competency and Subject-Specific Endorsement Guidelines.
54p. 1mf. L1 ED 369 758

Teacher Education

The Adult Learner. Training Packet for a Three-Session Workshop. Study of ABE/ESL Instructor Training Approaches.
133p. 2mf. L1 ED 368 942

Alternative Certification in Special Education: A Qualitative Study of Two Models.
9p. 1mf. L1 ED 369 603

Collaboration in Assessment: Empowering the Individual Course Member.
14p. 1mf. L1 ED 369 275

A Comparison of Traditional and Distance Education Models.
9p. 1mf. L1 ED 369 599

Early Childhood and Pre-School Education in Denmark.
18p. 1mf. L1 ED 369 525

First Year Teaching Experiences of Early Childhood Urban Teachers.
20p. 1mf. L1 ED 369 856

Human Resources Development in the Management of English Language Programs: An Introduction for Teachers.
17p. 1mf. L1 ED 369 277

Instructional Strategies for Implementing Ethics Instruction in Health Education Courses.
5p. 1mf. L2 ED 369 741

Language Teacher Education in a Fast-Changing World. Anthology Series 29. Selected Papers from a Seminar on Language Teacher Education in a Fast-Changing World (April 1992).
171p. 2mf. L1 ED 369 274

Learning Disabilities: Learner-Centered Approaches. Training Packet for a Three-Session Workshop. Study of ABE/ESL Instructor Training Approaches.
273p. 3mf. L1 ED 368 943

Mathematics: Strategic Problem Solving. Training Packet for a Two-Session Workshop. Study of ABE/ESL Instructor Training Approaches.
86p. 1mf. L1 ED 368 944

Minority Recruitment in Teacher Education.
44p. 1mf. L1 ED 369 857

Monitoring Student Progress. Training Packet for a Two-Session Workshop. Study of ABE/ESL Instructor Training Approaches.
96p. 1mf. L1 ED 368 945

Planning for Instruction. Training Packet for a Two-Session Workshop. Study of ABE/ESL Instructor Training Approaches.
102p. 2mf. L1 ED 368 946

Quality Child Care for Hispanic Families: Support and Training for Spanish-Speaking Family Day Care Providers. A Survey of Community-Based Organizations.
11p. 1mf. L2 ED 369 513

Review of Sweden's National Evaluation Demonstration Project: Early Childhood Teacher Education.
10p. 1mf. L1 ED 369 480

Rural Partnerships: Working Together. Proceedings of the Annual National Conference of the American Council on Rural Special Education (ACRES) (14th, Austin, Texas, March 23-26, 1994).
477p. 5mf. L1 ED 369 587

Stemming Teacher Turnover in Rural Settings: An Alternative Approach.
12p. 1mf. L1 ED 369 618

Teachers and the Education of the People: Elementary School Teachers and Images of Citizenship in Scandinavia during the 19th and 20th Centuries.

47p. 1mf. L1 ED 368 976

Time on Task

The Effect of Self-Recording and Self-Recording Plus Self-Reinforcement on Spelling Achievement.
30p. 1mf. L1 ED 369 190

Toddlers

Nurturance of Infant and Toddler Language: Verbal Interactions in the Home Setting.
18p. 1mf. L1 ED 369 561

Toddlers and Their Mothers: Abridged Version for Parents and Educators.
243p. 0mf. L3 ED 369 508

Tokenism

The Pervasiveness of the "Psychology of Marginalization": Barriers to Institutional and Personal Development in a Multicultural Education Environment.
9p. 1mf. L1 ED 369 371

Total Quality Management

A Quality System for Education: Using Quality and Productivity Techniques To Save Our Schools.
239p. 0mf. L3 ED 369 421

Total Quality Management Handbook: Applying the Baldrige Criteria to Schools.
80p. 1mf. L1 ED 369 138

Track System (Education)

The Challenge of Detracking: A Collection.
296p. 4mf. L2 ED 369 573

Realizing Our Nation's Diversity as an Opportunity. Alternatives to Sorting America's Children. Final Report.
37p. 1mf. L1 ED 369 845

Year-Round Education in the Woodburn School District.
134p. 2mf. L1 ED 369 141

YRE Basics: History, Methods, Concerns, Future.
10p. 1mf. L1 ED 369 144

Trade and Industrial Education

Industrial Arts, Grades 7-12. Annotated Bibliography of Tests.
88p. 1mf. L1 ED 369 790

Training

Collection Conservation Treatment: A Resource Manual for Program Development and Conservation Technician Training, Including "Report on Training the Trainers: A Conference on Training in Collection Conservation, Berkeley, California, April 28-May 2, 1992."
446p. 5mf. L1 ED 369 398

Subject Matter Expert's Training Module Template.
26p. 1mf. L1 ED 368 940

Training Methods

The Development and Implementation of a Training Module To Increase the Awareness of Assistive Technology.
79p. 1mf. L1 ED 369 770

Leadership Retreats for Middle Level and Senior High School Students.
81p. 1mf. L2 ED 369 032

Subject Matter Expert's Training Module Template.
26p. 1mf. L1 ED 368 940

Transfer Policy

6p. 1mf. L1 ED 369 088

From Other to Community: Making the Writing Center an All-University Facility.
16p. 1mf. L1 ED 369 086

Writing Processes

Beyond the Formula: Students Becoming Writers.
14p. 1mf. L1 ED 369 082

Prewriting Activities: Focus on the Process of Writing.
9p. 1mf. L1 ED 369 257

Process and Social Aspects of Writing: Theory and Classroom Application.
19p. 1mf. L1 ED 369 288

Rhetoric and Composition: A Necessary Tension.
12p. 1mf. L1 ED 369 102

Writing Skills

Exploring the Past. "A Senior Literacy Model." Final Report.
74p. 1mf. L1 ED 368 876

Making Routine Letters Have Positive Effects.
12p. 1mf. L1 ED 369 081

Writing for Publication: Are Junior Faculty Prepared?
8p. 1mf. L1 ED 369 374

Writing Strategies

Beyond the Formula: Students Becoming Writers.
14p. 1mf. L1 ED 369 082

Impact of the Winthrop Writing Institute on Participants' Teaching and Writing 1981 through 1989.
49p. 1mf. L1 ED 369 087

Teaching Writing with Small Groups.
26p. 1mf. L1 ED 369 290

Writing Teachers

Composition and Rhetoric: A Natural Alliance.
10p. 1mf. L1 ED 369 080

"Murrayesque" Expressivism: A Deweyan Reconsideration of Contemporary Composition's Dangerous Dichotomies.
13p. 1mf. L1 ED 369 076

Philosophy, Rhetoric, Literacy Criticism: (Inter)views.
260p. 0mf. L3 ED 369 089

Writing Tests

Conventions of Language Study--English 30 Diploma Examinations January and June 1993. Major Assignment: Literature Composition 3-Satisfactory on Matters of Convention.
32p. 1mf. L1 ED 369 092

Year Round Schools

Year-Round Education in the Woodburn School District.
134p. 2mf. L1 ED 369 141

YRE Basics: History, Methods, Concerns, Future.
10p. 1mf. L1 ED 369 144

Young Adults

Enhancing Vocabulary Acquisition through Reading: A Hierarchy of Text-Related Exercise Types.
24p. 1mf. L1 ED 369 291

A Plan to Implement a Pre-Military Development Program.
315p. 4mf. L1 ED 368 894

Young Children

Child Care for Young Children with Disabilities.
9p. 1mf. L1 ED 369 593

Districts.
6p. 1mf. L1 ED 369 628

Garde a l'enfance: Etude sur la remuneration et les conditions de travail dans le domaine de la garde a l'enfance au Canada. Rapport final (Caring for a Living: A Study on Wages and Working Conditions in Canadian Child Care. Final Report).
208p. 3mf. L2 ED 369 498

Gay Teens at Risk. Fastback 357.
37p. 1mf. L1 ED 368 996

Orientations of State Administrators toward Cultural Diversity in Public Agencies: An Empirical Study.
31p. 1mf. L1 ED 369 349

Perceptions of First-Year Elementary Principals in Three Southeastern States Regarding Principal Induction Programs.
31p. 1mf. L1 ED 369 187

Portfolio Assessment in Teacher Evaluation: A Comparison of the Perspectives of General and Special Education Administrators and Teachers.
14p. 1mf. L1 ED 369 604

Service Delivery Models and Students with Emotional Disabilities and Behavior Disorders: A Rural Perspective.
14p. 1mf. L1 ED 369 608

Special Education Program Standards Study. Commonwealth of Virginia. Final Technical Report.
261p. 3mf. L1 ED 369 207

Teacher Shortages and Surpluses in New York State: Perceptions of Rural Teaching Candidates and Administrators.
53p. 1mf. L1 ED 369 643

Administrator Behavior

Addressing the Problems of First-Year Assistant Principals.
42p. 1mf. L1 ED 369 179

The School Administrator Supply and Demand Report.
56p. 1mf. L1 ED 369 164

Administrator Characteristics

The School Administrator Supply and Demand Report.
56p. 1mf. L1 ED 369 164

Administrator Education

Educational Leaders: Professionals or Moral-Social Agents.
14p. 1mf. L1 ED 369 182

Human Resources Development in the Management of English Language Programs: An Introduction for Teachers.
17p. 1mf. L1 ED 369 277

Special Education Administrator Training: Meeting Market Needs through Collaboration in Northern New England.
7p. 1mf. L1 ED 369 624

Administrator Effectiveness

Addressing the Problems of First-Year Assistant Principals.
42p. 1mf. L1 ED 369 179

Administrator Evaluation

Hiring, Paying & Evaluating School Administrators: A Cooperative Workbook for School Boards and Administrators.
59p. 1mf. L1 ED 369 163

Administrator Qualifications

Gender and the Perception of the Community College President's Leadership.
277p. 0mf. L3 ED 369 431

Administrator Role

21p. 1mf. L1 ED 369 085

Reading Lab.
57p. 1mf. L1 ED 368 978

Beginning Reading

Reading Lab.
57p. 1mf. L1 ED 368 978

Beginning Teachers

First Year Teaching Experiences of Early Childhood Urban Teachers.
20p. 1mf. L1 ED 369 856

Getting Down to Cases. Learning To Teach with Case Studies.
207p. 0mf. L3 ED 369 783

Model Standards for Beginning Teacher Licensing and Development: A Resource for State Dialogue. Draft for Comments.
44p. 1mf. L1 ED 369 767

Behavior Change

Ma, Pa, School Folks and Kids: Working a Patchwork to a Complete "Heart."
11p. 1mf. L1 ED 369 623

Preventing Adolescent Drug Involvement, School Dropout and Emotional Distress.
30p. 1mf. L1 ED 368 992

Behavior Disorders

Behavior Rating Scales, Grades 4-6. Annotated Bibliography of Tests.
52p. 1mf. L1 ED 369 839

Behavior Rating Scales, Preschool - Grade 3. Annotated Bibliography of Tests.
64p. 1mf. L1 ED 369 838

The Effect of Self-Recording and Self-Recording Plus Self-Reinforcement on Spelling Achievement.
30p. 1mf. L1 ED 369 190

Monograph on Inclusion: Ensuring Appropriate Services to Children and Youth with Emotional/Behavioral Disorders--1. Highlights from the Working Forum on Inclusion (St. Louis, Missouri, October 1, 1993).
44p. 1mf. L1 ED 369 243

Multicultural Issues in the Education of Students with Behavioral Disorders.
291p. 0mf. L3 ED 369 195

Programming for Adolescents with Behavioral Disorders, Vol. 4.
143p. 2mf. L2 ED 369 191

Programming for Adolescents with Behavioral Disorders, Vol. 5.
183p. 2mf. L2 ED 369 192

Self-Efficacy and Performance Ratings of Preservice Teachers in the Area of Emotional and Behavioral Disorders.
22p. 1mf. L1 ED 369 746

Service Delivery Models and Students with Emotional Disabilities and Behavior Disorders: A Rural Perspective.
14p. 1mf. L1 ED 369 608

Behavior Modification

Preventing Adolescent Drug Involvement, School Dropout and Emotional Distress.
30p. 1mf. L1 ED 368 992

Self-Monitoring: An Alternative to Daily Point Sheets.
21p. 1mf. L1 ED 369 253

Behavior Problems

Behavior Rating Scales, Grades 4-6. Annotated Bibliography of

Classroom Environment

Assessing the Climate of Science Laboratory Classes.
13p. 1mf. L1 ED 369 657

The Beginnings of Writing. Third Edition.
283p. 0mf. L3 ED 369 091

Gender Equity. IDRA Forum.
21p. 1mf. L1 ED 369 639

Helping Them Learn To Spell. PEN 94.
7p. 1mf. L1 ED 369 065

Hyperactive or Activity Hyper: Intervention for the Child with Attention Problems.
7p. 1mf. L1 ED 369 196

Organizing for Effective Reading Instruction. ERIC Digest.
3p. 1mf. L1 ED 369 034

Readers, Texts, and Contexts in a Sixth-Grade Community of Readers.
60p. 1mf. L1 ED 369 071

Tertiary Students' Perceptions of Important Events That Occur in Their Learning Environments.
35p. 1mf. L1 ED 369 749

Classroom Furniture

The Effects of Three Seating Arrangements on Teachers' Use of Selective Interactive Verbal Behaviors.
26p. 1mf. L1 ED 369 757

Classroom Observation Techniques

Classroom Behaviors of Students in Rural Mainstreamed Settings: A Comparison of Students with Disabilities and Their Normative Peers.
9p. 1mf. L1 ED 369 605

Diagnostic Reading Program: Diagnostic Teaching in a Language Learning Framework: 5.
164p. 2mf. L1 ED 369 054

Systematic Observation Techniques. Annotated Bibliography of Tests.
44p. 1mf. L1 ED 369 826

Classroom Techniques

Changing Classroom Practices: Resources for Literary and Cultural Studies. Refiguring English Studies.
336p. 4mf. L1 ED 369 104

Classroom Management for Elementary Teachers. Third Edition.
226p. 0mf. L3 ED 369 782

Classroom Management for Secondary Teachers. Third Edition.
212p. 0mf. L3 ED 369 781

Classroom Strategies for Assessing Limited English Proficient Students in Vocational Programs: A Resource Handbook.
314p. 4mf. L1 ED 368 872

Creativity and Collaborative Learning: A Practical Guide to Empowering Students and Teachers.
432p. 0mf. L3 ED 369 547

Encouraging Symbolic Play in Young Children: A Guide for Developing Creative and Imaginative Experiences.
63p. 1mf. L1 ED 369 551

Guiding Children's Social Development. Second Edition.
547p. 0mf. L3 ED 369 567

Learner Support Strategies: An Integrated Approach.
30p. 1mf. L1 ED 369 463

Learning Together and Alone. Cooperative, Competitive, and Individualistic Learning. Fourth Edition.
292p. 0mf. L3 ED 369 778

Learning with Rods: One Account.

The Virtual Curriculum: Computer-Assisted Curriculum Development.
16p. 1mf. L1 ED 369 451

Computers

Computers in Schools of Southeast Texas in 1994.
16p. 1mf. L1 ED 369 735

An Integrated, Cooperative Learning Oriented Freshman Civil Engineering Course: Computer Analysis in Civil Engineering.
11p. 1mf. L1 ED 369 313

Concept Formation

Alternative Conceptualizations.
85p. 1mf. L1 ED 369 662

Conferences

Conference Program Analysis. Technology Education Division.
6p. 1mf. L1 ED 368 934

Four-Way Supervision: Weaving the Voices, Unweaving the Strands.
23p. 1mf. L1 ED 369 748

Planning Accessible Conferences and Meetings: An ERIC/OSEP Information Brief for Conference Planners.
9p. 1mf. L1 ED 369 242

Confidential Records

Protecting Privacy in Computerized Medical Information.
168p. 2mf. L1 ED 369 416

Confidentiality

Protecting Privacy in Computerized Medical Information.
168p. 2mf. L1 ED 369 416

Conflict

Going to War? Bosnia and Beyond. A Study Circle Discussion Program.
44p. 1mf. L1 ED 369 669

Origins of Ethnic Strife.
16p. 1mf. L1 ED 368 999

Sociocognitive Conflict in Peer-Led and Teacher-Led Discussions of Literature. Reading Research Report No. 12.
50p. 1mf. L1 ED 369 069

Conflict Resolution

Conflict Resolution with Young Children. AECA Resource Book Series, No. 2.
16p. 0mf. L3 ED 369 502

A Developmental Approach to Conflict Resolution.
9p. 1mf. L1 ED 369 541

Fostering Peace: A Comparison of Conflict Resolution Approaches for Students (K-12).
35p. 1mf. L2 ED 368 993

The Lumad and Moro of Mindanao. Minority Rights Group International Report 93/2.
37p. 1mf. L2 ED 369 694

Congenital Impairments

Prenatal Exposure to Drugs/Alcohol: Characteristics and Educational Implications of Fetal Alcohol Syndrome and Cocaine/Polydrug Effects.
126p. 0mf. L3 ED 369 238

Consciousness Raising

Researching Pedagogy: A Transformative, Feminist Perspective.
16p. 1mf. L1 ED 369 724

Conservation Education

des enfants.
101p. 2mf. L2 ED 369 505

Generations Together: A Job-Training Curriculum for Older Workers in Child Care and Related Materials. First Edition.
272p. 0mf. L3 ED 369 564

Monitoring of Childcare Fees: Prices Surveillance Authority Monitoring Report No. 13.
57p. 1mf. L2 ED 369 533

National Statement on Quality Child Care (Enonce de principe national sur la qualite dans les services de garde).
65p. 1mf. L2 ED 369 504

Response to Child Care Needs: The Valley Community 1993 Annual Report.
7p. 1mf. L1 ED 369 527

Day Care Centers

Caring for a Living: A Study on Wages and Working Conditions in Canadian Child Care. Final Report.
174p. 2mf. L2 ED 369 474

Child Care Project. Annual Report.
41p. 1mf. L1 ED 369 487

Child Day Care Center Licensing Study, 1994.
200p. 3mf. L2 ED 369 518

Focus on Child Care Initiatives Fund Project = Point de Mire sur les projets de la Caisse d'aide aux projets en matiere de garde des enfants.
101p. 2mf. L2 ED 369 505

Garde a l'enfance: Etude sur la remuneration et les conditions de travail dans le domaine de la garde a l'enfance au Canada. Rapport final (Caring for a Living: A Study on Wages and Working Conditions in Canadian Child Care. Final Report).
208p. 3mf. L2 ED 369 498

In First Person Plural: Growing Up with a Disadvantaged Community.
116p. 2mf. L1 ED 369 492

Malaysia's First Day Care Center for Children with Disabilities: Future Needs in Research in Early Intervention.
24p. 1mf. L1 ED 369 189

Monitoring of Childcare Fees: Prices Surveillance Authority Monitoring Report No. 13.
57p. 1mf. L2 ED 369 533

National Statement on Quality Child Care (Enonce de principe national sur la qualite dans les services de garde).
65p. 1mf. L2 ED 369 504

Deafness

Deaf and Hard of Hearing Students in Postsecondary Education. Statistical Analysis Report.
71p. 1mf. L1 ED 369 216

Deaf Education Using Interactive Television.
19p. 1mf. L1 ED 369 598

Promoting Social and Emotional Development in Deaf Children. The PATHS Project.
250p. 0mf. L3 ED 369 237

Death

Working Together: When Death Comes to School.
9p. 1mf. L1 ED 369 634

Debate

Coaching the "Critters."
18p. 1mf. L1 ED 369 118

Decentralization

85p. 1mf. L2 ED 369 366
The Lumad and Moro of Mindanao. Minority Rights Group International Report 93/2.
37p. 1mf. L2 ED 369 694
Militarism Versus Development. Teaching Global Issues.
10p. 1mf. L1 ED 369 674
Racing with the World: How States Can Build a 21st Century Workforce.
46p. 1mf. L2 ED 368 928
Economic Factors

California's Changing Faces: New Immigrant Survival Strategies and State Policy. A Policy Research Program Report.
195p. 3mf. L1 ED 369 871
Middle Class Squeeze. The Tomas Rivera Center Policy Brief.
4p. 1mf. L2 ED 369 846
Militarism Versus Development. Teaching Global Issues.
10p. 1mf. L1 ED 369 674
Economic Status

Women Work, Poverty Persists: A Status Report on Displaced Homemakers & Single Mothers in the United States.
77p. 1mf. L2 ED 369 029
Economically Disadvantaged

Evening the Odds: Taking Action for Kentucky's African American Children and Their Families.
77p. 1mf. L1 ED 369 848
Middle Class Squeeze. The Tomas Rivera Center Policy Brief.
4p. 1mf. L2 ED 369 846
Reflections on Teaching at the "Margins": Reconceptualizing Multicultural Education.
109p. 2mf. L1 ED 368 906
Economics

Using Informal Knowledge in Formal Domains: Intuitions and Notations Sometimes Clash.
44p. 1mf. L1 ED 369 822
Economics Education

Center for Civic and Economic Education (Warsaw).
10p. 1mf. L1 ED 369 685
Education

ERIC Clearinghouse Publications, 1993. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses Announced in Resources in Education (RIE) January-December 1993.
111p. 2mf. L1 ED 369 420
Education Courses

Getting Down to Cases. Learning To Teach with Case Studies.
207p. 0mf. L3 ED 369 783
When Teacher Educators Collaboratively Reflect on Their Practices: A Case Study on Teaching Cases.
25p. 1mf. L1 ED 369 768
Education Majors

A Comparison of the Academic Behaviors of Elementary and Secondary Education Students.
11p. 1mf. L1 ED 369 764
Improving the Success of Ethnically Diverse Education Majors in Preparation for Transfer and a Career in Teaching.
54p. 1mf. L1 ED 369 457

894p. 10mf. L1 ED 369 254

Educational Resources

College As a Transition Option for Students with Learning Disabilities.
8p. 1mf. L1 ED 369 637

Potpourri of Resources To Tap Gifted Education in Rural Areas.
7p. 1mf. L1 ED 369 601

Resource Rooms for Children: An Innovative Curricular Tool. ERIC Digest.
3p. 1mf. L1 ED 369 576

Resources in Education (RIE). Volume 29, Number 9.
0p. 0mf. L2 ED 368 851

Educational Strategies

Adult Community Education. National Policy.
27p. 1mf. L1 ED 368 861

Climbing Out from Between a Rock and a Hard Place: Responding to the Challenges of the At-Risk Student.
4p. 1mf. L1 ED 369 445

Creativity Training--A Practical Teaching Strategy.
7p. 1mf. L1 ED 369 621

Early Childhood Development Programs in Latin America: Toward Definition of an Investment Strategy. A View from LATHR, No. 32.
64p. 1mf. L2 ED 369 501

Early Childhood Development: The Challenge and the Opportunity.
17p. 1mf. L1 ED 369 529

Fetal Alcohol Syndrome (FAS), Fetal Alcohol Effects (FAE): Implications For Rural Classrooms.
17p. 1mf. L1 ED 369 602

From Library Skills to Information Literacy: A Handbook for the 21st Century.
167p. 0mf. L3 ED 369 415

Head Start Parent Involvement: Vision, Opportunities and Strategies.
21p. 1mf. L1 ED 369 543

Issues in Early Childhood Development (ECD).
5p. 1mf. L1 ED 369 511

Makin' a Life: Parenting in Families of Color.
12p. 1mf. L1 ED 368 870

Order & Diversity in the Living World: Teaching Taxonomy & Systematics in Schools.
92p. 1mf. L2 ED 369 654

"Process vs. Product" in Language Teacher Education - Shifting the Focus of Course Design.
19p. 1mf. L1 ED 369 283

Teaching Critical Thinking Skills in Biology.
59p. 1mf. L2 ED 369 655

Urban School Safety: Strategies of the Great City Schools.
52p. 1mf. L2 ED 369 877

Educational Technology

Development Communication Report, 1993.
69p. 1mf. L1 ED 369 412

Distance Education Resource Directory for Northwest Schools.
46p. 1mf. L1 ED 369 386

EPIEgram: The Newsletter of Systemic Change, 1992-1993.
146p. 2mf. L1 ED 369 393

Integrating Technology in the Classroom: Process Evaluation, Strategies and Issues.
22p. 1mf. L1 ED 369 392

A Partnership in Training: A Distance Learning Approach to In-Service Training in Rural Communities.
9p. 1mf. L1 ED 369 590

Workplace: A Case Study.
24p. 1mf. L1 ED 369 120

A Forum To Examine Policy and Practice Issues Surrounding the Annual Evaluation of Program Effectiveness (Alexandria, Virginia, August 2-3, 1993). Project FORUM.
44p. 1mf. L1 ED 369 246

The Language and Literacy Spectrum, 1994. A Journal of the New York State Reading Association.
57p. 1mf. L1 ED 369 035

Performance-Based Assessment
37p. 1mf. L1 ED 369 389

Procedures for the Evaluation of Teacher Education Programs.
33p. 1mf. L1 ED 369 763

Review of Sweden's National Evaluation Demonstration Project: Early Childhood Teacher Education.
10p. 1mf. L1 ED 369 480

Saskatchewan Institute of Applied Science and Technology Program Review Policy and Procedures. Revised Edition.
34p. 1mf. L1 ED 368 867

Systems and Procedures of Certification of Qualifications in the United Kingdom. National Report. 3rd Edition. CEDEFOP Panorama.
55p. 1mf. L1 ED 368 869

Theory Meets Practice in Language Arts Assessment. ERIC Digest.
3p. 1mf. L1 ED 369 075

Towards a Methodology for Comparative Quality Assessment in European Higher Education. A Pilot Study on Economics in Germany, the Netherlands and the United Kingdom.
72p. 1mf. L2 ED 369 310

Evaluation Research

Program Evaluation Models for Science Education: A Synthesis of Literature Sources.
16p. 1mf. L1 ED 369 653

Evaluation Utilization

Assessing Learners in Higher Education. Teaching and Learning in Higher Education Series.
165p. 0mf. L3 ED 369 379

Exceptional Persons

Curiosity. Annotated Bibliography of Tests.
18p. 1mf. L1 ED 369 827

Exercise

Exercise: Benefits for Body and Mind. Student Workbook. Health Promotion for Adult Literacy Students: An Empowering Approach.
39p. 1mf. L1 ED 368 950

Expenditure per Student

Coast Guard. Cost for the Naval Academy Preparatory School and Profile of Military Enrollment. Report to the Congressional Committees.
18p. 1mf. L1 ED 368 959

Expenditures

State University of New York Health Science Center at Brooklyn: Selected Contracting and Expenditure Controls. Report 93-S-50.
30p. 1mf. L1 ED 369 361

State University of New York Research Foundation: Controls over Direct Costs. Report 93-S-64.
19p. 1mf. L1 ED 369 359

State University of New York Stony Brook University Hospital: Selected Expenditure Controls. Report 92-S-66.
26p. 1mf. L1 ED 369 360

Human Resources of the United States Senate, One Hundred Third Congress, Second Session. Committee Print.
735p. 8mf. L1 ED 369 325

The History of Education in North Carolina.
29p. 1mf. L1 ED 369 713

National Report on Schooling in Australia, 1991.
185p. 2mf. L1 ED 369 666

Women's Job Training Agenda.
34p. 1mf. L1 ED 368 858

Governmental Structure

State Education Governance Structures.
124p. 2mf. L1 ED 369 167

Grade 4

NAEP 1992--Reading State Report for Colorado: The Trial State Assessment at Grade 4.
205p. 3mf. L1 ED 369 068

Grade Repetition

The Effect of Class Size on Achievement and Retention in the Primary Grades: Implications for Policy Makers.
37p. 1mf. L1 ED 369 172

Grade Retention and Parental Aspirations for Students with Learning Disabilities.
9p. 1mf. L1 ED 369 607

To Retain or Not? There Is No Question.
26p. 1mf. L1 ED 369 177

Graduate Students

Deaf Education Using Interactive Television.
19p. 1mf. L1 ED 369 598

Perspectives on Your Chances for Journal Publication.
8p. 1mf. L1 ED 369 077

Power, Patriarchy, and Punishment in Shakespeare's "Othello."
11p. 1mf. L1 ED 369 095

Graduate Study

Any Field of Study. Financial Assistance for Study after Standard 10.
139p. 2mf. L1 ED 369 330

Graduate Surveys

Five Years after Graduation: A Follow-Up Study of 1988-89 Graduates/Certificate Holders.
22p. 1mf. L1 ED 369 467

Follow-Up Survey, Graduates of 1992-93.
39p. 1mf. L1 ED 369 471

Grad 1, 3, and 5: A Longitudinal Comparison of Graduate Follow-Up Studies.
46p. 1mf. L1 ED 369 470

Three Years after Graduation: Survey of 1990-91 Graduates and Certificate Holders.
20p. 1mf. L1 ED 369 469

Graduation Requirements

Availability of Data on School Completion Outcomes and Indicators. Technical Report 8.
45p. 1mf. L1 ED 369 228

Matching State Goals to a Model of School Completion Outcomes and Indicators. Technical Report 9.
149p. 2mf. L1 ED 369 229

Grammar

15p. 1mf. L1 ED 369 279

An Exit Interview: The Culminating Reflective Experience.
8p. 1mf. L1 ED 369 626

Exploring Staff Development Theories: The Ames Study.
32p. 1mf. L1 ED 369 751

Implementation of the Louisiana ADD Law.
41p. 1mf. L1 ED 369 197

Improving Knowledge and Competency of Early Childhood Providers Through an In-Service Multicultural Bilingual Program.
51p. 1mf. L1 ED 369 530

Improving Teacher Education through International Cooperation and Partnership.
21p. 1mf. L1 ED 369 479

National Network for Educational Renewal: Partner School Directory.
154p. 2mf. L1 ED 369 729

Part-Time Faculty: Here Today, Not Gone Tomorrow, or Professional Development of Part-Time Faculty and the Changing Role of Division Chairpersons.
10p. 1mf. L1 ED 369 428

Participatory Staff Development: Lessons from Peers. Special Demonstration Project. Final Report.
132p. 2mf. L1 ED 368 883

A Partnership in Training: A Distance Learning Approach to In-Service Training in Rural Communities.
9p. 1mf. L1 ED 369 590

Professional Development for Technology Education: Results of a National Study.
40p. 1mf. L1 ED 368 937

Reaching Out to the World: Training Teachers To Integrate Telecommunications into Special Education Classrooms.
8p. 1mf. L1 ED 369 595

Special Education Training and Resource Center (SETRC) 1992-93. OREA Report.
92p. 1mf. L1 ED 369 198

State Incentive Grant District 75/Citywide Special Education. Staff Development Program (SIG) 1992-93. OREA Report.
51p. 1mf. L1 ED 369 194

State Incentive Grant High School/State Incentive Grant. Staff Development Program (SIG) 1992-93. OREA Report.
53p. 1mf. L1 ED 369 193

Survey Assessment of Paideia Teachers Perceptions Concerning Professional Staff Development.
19p. 1mf. L1 ED 369 742

Teachers as Trainers.
28p. 1mf. L1 ED 369 278

Institutional Advancement

Collaborative Learning Strategies for the 90s in the Development of Institutional Effectiveness.
10p. 1mf. L1 ED 369 456

Institutional Characteristics

The Alabama College System Statistical Profiles, 1992-93.
76p. 1mf. L1 ED 369 466

Higher Education in the Northwest Territories: Different Systems, Different Perspectives.
72p. 1mf. L1 ED 369 427

National Report on Schooling in Australia, 1991.
185p. 2mf. L1 ED 369 666

Profile of Georgia Schools in the Middle: A Research Report.
28p. 1mf. L1 ED 369 493

Institutional Cooperation

Sustained Silent Reading in University Courses in EFL for Academic Purposes.	27p.	1mf.	L1	ED 369 264
Teaching for Oral Proficiency in French: A Teacher's Manual To Accompany Foreign Language Master Curriculum.	48p.	1mf.	L1	ED 369 299
Teaching for Oral Proficiency in German: A Teacher's Manual To Accompany Foreign Language Master Curriculum.	117p.	2mf.	L1	ED 369 298
Teaching for Oral Proficiency in Spanish: A Teacher's Manual To Accompany Foreign Language Master Curriculum.	88p.	1mf.	L1	ED 369 300

Language Research

Notes on Linguistics, 1993.	267p.	3mf.	L1	ED 369 295

Language Skills

Basic Skills. Annotated Bibliography of Tests.	70p.	1mf.	L1	ED 369 793
English as a Second Language. Level 1.	156p.	2mf.	L1	ED 368 970
English as a Second Language. Level 2.	143p.	2mf.	L1	ED 368 971
Exploring the Past. "A Senior Literacy Model." Final Report.	74p.	1mf.	L1	ED 368 876
Preventing Language Disadvantage in the Child during the Process of Language Acquisition.	9p.	1mf.	L1	ED 369 260
Self-Esteem in the Foreign Language Classroom: Activities That Do More Than Teach.	16p.	1mf.	L1	ED 369 267

Language Teachers

Adapting the Six Category Intervention Analysis To Promote Facilitative Type Supervisory Feedback in Teaching Practice.	13p.	1mf.	L1	ED 369 280
An Approach to the Evaluation of ELT Preparation Programs.	21p.	1mf.	L1	ED 369 276
Collaboration in Assessment: Empowering the Individual Course Member.	14p.	1mf.	L1	ED 369 275
Coping with Teacher Resistance: Insights from INSET Programmes.	15p.	1mf.	L1	ED 369 279
Creating a Professional Workforce in Adult ESL Literacy. ERIC Digest.	4p.	1mf.	L1	ED 369 308
Feedback in L2 Writing.	7p.	1mf.	L1	ED 369 287
Human Resources Development in the Management of English Language Programs: An Introduction for Teachers.	17p.	1mf.	L1	ED 369 277
Language Teacher Education in a Fast-Changing World. Anthology Series 29. Selected Papers from a Seminar on Language Teacher Education in a Fast-Changing World (April 1992).	171p.	2mf.	L1	ED 369 274
Planning a TEFL Education Program: Policies, Perspectives and Promise.	27p.	1mf.	L1	ED 369 281
"Process vs. Product" in Language Teacher Education - Shifting the Focus of Course Design.	19p.	1mf.	L1	ED 369 283
Self-Esteem in the Foreign Language Classroom: Activities That Do More Than Teach.				

Student Tracking System in Business Education.
22p. 1mf. L1 ED 369 818

Map Skills

A World of Maps and Travel. An Interdisciplinary Curriculum and Resource Packet Designed for Secondary Students.
40p. 1mf. L1 ED 369 725

Maps

A World of Maps and Travel. An Interdisciplinary Curriculum and Resource Packet Designed for Secondary Students.
40p. 1mf. L1 ED 369 725

Marketing

Business Education/Marketing. TLC Technology-Life-Careers 1993-94.
592p. 7mf. L1 ED 368 932

Marketing & Libraries Do Mix: A Handbook for Libraries and Information Centers.
201p. 3mf. L1 ED 369 395

Tech Prep Marketing Guide. The Complete Book of Strategies and Practical Experiences.
121p. 2mf. L2 ED 368 965

Mass Media

CSCE and Information: Proceedings of a Seminar of Experts (Tampere, Finland, April 24-27, 1992). Publications Series B 36/1992.
183p. 2mf. L1 ED 369 119

Textbooks as Canon: The Relationship between Introductory Textbooks and Scholarly Discourse.
11p. 1mf. L1 ED 369 124

Mass Media Effects

Impacts of Cross-Cultural Mass Media in Iceland, Northern Minnesota, and Francophone Canada in Retrospect.
15p. 1mf. L1 ED 369 111

Mass Media Role

CSCE and Information: Proceedings of a Seminar of Experts (Tampere, Finland, April 24-27, 1992). Publications Series B 36/1992.
183p. 2mf. L1 ED 369 119

Trends and Issues in English Instruction, 1993--Six Summaries. Summaries of Informal Annual Discussions of the Commissions of the National Council of Teachers of English.
18p. 1mf. L1 ED 369 083

Trends and Issues in English Instruction, 1994--Six Summaries. Summaries of Informal Annual Discussions of the Commissions of the National Council of Teachers of English.
12p. 1mf. L1 ED 369 084

Master Plans

Edith Bowen Laboratory School Evaluation Committee Report Submitted to the 1994 Utah State Legislature.
42p. 1mf. L1 ED 369 762

Masters Degrees

Long-Term Care Administration at San Francisco State University.
19p. 1mf. L1 ED 369 005

Masters Programs

An Exit Interview: The Culminating Reflective Experience.
8p. 1mf. L1 ED 369 626

Educators.
39p. 1mf. L1 ED 369 584
The Realities of Curriculum Management.
7p. 1mf. L1 ED 368 898
Schools Coping with a Changing World.
22p. 1mf. L1 ED 369 175

Organizational Climate

Environments. Annotated Bibliography of Tests.
82p. 1mf. L1 ED 369 828
The Gender Gap in Higher Education. World Yearbook of Education 1994.
255p. 0mf. L3 ED 369 380
Instructors as Investors: A Collegial Conspiracy To Improve Classroom Instruction.
9p. 1mf. L1 ED 369 464
An Overview of the Issues Surrounding Faculty Burnout.
20p. 1mf. L1 ED 369 373

Organizational Communication

Task Force on College Governance Report to the College Community: 3 Years in Progress.
28p. 1mf. L1 ED 369 440

Organizational Development

A Quality System for Education: Using Quality and Productivity Techniques To Save Our Schools.
239p. 0mf. L3 ED 369 421

Organizational Objectives

What Is Inclusion, Anyway? An Analysis of Organizational Position Statements.
22p. 1mf. L1 ED 369 234

Orientation

Perceptions of First-Year Elementary Principals in Three Southeastern States Regarding Principal Induction Programs.
31p. 1mf. L1 ED 369 187

Outcomes of Education

Adult Literacy: Issues for Policy and Practice.
182p. 0mf. L3 ED 368 855
Annual Adult Education Research Conference (AERC) Proceedings (33rd, Saskatoon, Saskatchewan, Canada, May 15-17, 1992). Revised Edition.
389p. 5mf. L1 ED 368 856
Assessment Issues in Higher Education.
88p. 1mf. L1 ED 369 370
Availability of Data on School Completion Outcomes and Indicators. Technical Report 8.
45p. 1mf. L1 ED 369 228
Becoming a Teacher: The Contribution of Teacher Education.
45p. 1mf. L1 ED 369 769
Can "All" Ever Really Mean "All" in Defining and Assessing Student Outcomes? Synthesis Report 5.
18p. 1mf. L1 ED 369 226
Coast Guard. Cost for the Naval Academy Preparatory School and Profile of Military Enrollment. Report to the Congressional Committees.
18p. 1mf. L1 ED 368 959
The Commission d'evaluation de l'enseignement collegial: Its Mission and Directions (La Commission d'evaluation de l'enseignement collegial: Sa mission et ses orientations).
23p. 1mf. L1 ED 369 434

Head Start: A Child Development Program.
20p. 1mf. L1 ED 369 563

HIPPY: Home Instruction Program for Preschool Youngsters. Proceedings of the HIPPY International Research Seminar (1st, Jerusalem, Israel, December 16-19, 1991).
48p. 1mf. L1 ED 369 481

Integrating Children with Disabilities into Preschool. ERIC Digest.
3p. 1mf. L1 ED 369 581

Partners in Creating a 21st Century Head Start. Hearing on Detailing the Recommendations Made in the Report of the Committee on Head Start Quality and Expansion in Preparation for the 1994 Head Start Reauthorization Process, before the Committee on Laborand Human Resources. United States Senate. One Hundred Third Congress, First Session.
63p. 1mf. L1 ED 369 566

Providing Early Childhood Educare Services for the Black Preschool Child.
29p. 1mf. L1 ED 369 506

Toddlers and Their Mothers: Abridged Version for Parents and Educators.
243p. 0mf. L3 ED 369 508

Preschool Teachers

Conflict Resolution with Young Children. AECA Resource Book Series, No. 2.
16p. 0mf. L3 ED 369 502

Improving Knowledge and Competency of Early Childhood Providers Through an In-Service Multicultural Bilingual Program.
51p. 1mf. L1 ED 369 530

Observations of Instructional Time in Kindergarten Classrooms: Suggestions for Improvement.
13p. 1mf. L1 ED 369 522

Preservation

Collection Conservation Treatment: A Resource Manual for Program Development and Conservation Technician Training, Including "Report on Training the Trainers: A Conference on Training in Collection Conservation, Berkeley, California, April 28-May 2, 1992."
446p. 5mf. L1 ED 369 398

The Digital Preservation Consortium: Mission and Goals.
9p. 1mf. L2 ED 369 413

Intellectual Preservation: Electronic Preservation of the Third Kind.
10p. 1mf. L2 ED 369 414

Mass Deacidification Systems: Planning and Managerial Decision Making.
33p. 1mf. L1 ED 369 400

A Roundtable on Mass Deacidification. Report on a Meeting (Andover, Massachusetts, September 12-13, 1991).
139p. 2mf. L1 ED 369 401

Preservice Teacher Education

The ACCK Preservice Early Intervention Project. Final Report.
156p. 2mf. L1 ED 369 199

Adapting the Six Category Intervention Analysis To Promote Facilitative Type Supervisory Feedback in Teaching Practice.
13p. 1mf. L1 ED 369 280

Are Preservice General Educators Being Adequately Prepared for Inclusion?
11p. 1mf. L1 ED 369 594

Breaking the Blame Cycle: A Small Partnership between Preservice Writing Teachers and Elementary Classrooms.

The Sexualized Context of American Public High Schools.
21p. 1mf. L1 ED 369 153

Values Should Be Taught in the Public Schools!
12p. 1mf. L1 ED 369 002

Violence in Schools: An Overview. CRS Report for Congress.
12p. 1mf. L1 ED 369 159

Why the Religious Right Is Wrong about Separation of Church and State.
255p. 3mf. L1 ED 369 168

Public Service

Service-Learning Reflections: Update of Service-Learning in Pennsylvania.
28p. 1mf. L1 ED 368 910

Public Speaking

Presentation Skills.
54p. 1mf. L1 ED 368 972

Publications

ERIC Clearinghouse Publications, 1993. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses Announced in Resources in Education (RIE) January-December 1993.
111p. 2mf. L1 ED 369 420

Publicity

Tech Prep Marketing Guide. The Complete Book of Strategies and Practical Experiences.
121p. 2mf. L2 ED 368 965

Publishing Industry

Gateways, Gatekeepres, and Roles in the Information Omniverse. Proceedings of the Symposium of the Association of Research Libraries and Association of American University Presses (3rd, Washington, D.C., November 13-15, 1993).
177p. 2mf. L1 ED 369 407

Puerto Ricans

The Ninos Especiales Outreach Training Project (NEOTP). Final Report.
744p. 8mf. L1 ED 369 225

Pupil Personnel Services

Programming for Adolescents with Behavioral Disorders, Vol. 5.
183p. 2mf. L2 ED 369 192

Secondary School Students Classified as Seriously Emotionally Disturbed: How Are They Being Served?
46p. 1mf. L1 ED 369 232

Qualifications

State Education Governance Structures.
124p. 2mf. L1 ED 369 167

Quality Control

Quality Assurance in "New" Methods of Learning.
8p. 1mf. L1 ED 369 347

Safeguards.
19p. 1mf. L1 ED 369 220

Quality of Working Life

New Directions in Career Planning and the Workplace. Practical Strategies for Counselors.
198p. 0mf. L3 ED 368 854

Assistance for Study after Standard 10.
78p. 1mf. L1 ED 369 337

School Activities

Early Childhood Education Program Evaluation 1992-1993.
58p. 1mf. L1 ED 369 546

School Administration

Hiring, Paying & Evaluating School Administrators: A Cooperative Workbook for School Boards and Administrators.
59p. 1mf. L1 ED 369 163

The School Administrator Supply and Demand Report.
56p. 1mf. L1 ED 369 164

Using Paraeducators Effectively in the Classroom. Fastback 358.
34p. 1mf. L1 ED 369 732

School Age Day Care

School-Age Child Care: An Action Manual for the 90s and Beyond. Second Edition.
314p. 0mf. L3 ED 369 514

School Attitudes

Attitudes Toward Curriculum. Annotated Bibliography of Tests.
33p. 1mf. L1 ED 369 807

Attitudes Toward School and School Adjustment, Grades 4-6. Annotated Bibliography of Tests.
36p. 1mf. L1 ED 369 811

Attitudes Toward School and School Adjustment, Grades 7 and Above. Annotated Bibliography of Tests.
70p. 1mf. L1 ED 369 812

Attitudes Toward School and School Adjustment, Preschool-Grade 3. Annotated Bibliography of Tests.
34p. 1mf. L1 ED 369 810

School Based Management

The Challenge for Site-Based Decision Making Councils: Making Quality Preschool Education Accessible to Language Minority Students.
8p. 1mf. L1 ED 369 545

New Boundaries for School-Based Management: The High Involvement Model.
35p. 1mf. L1 ED 369 186

A Practical Guide to Effective Site-Based Management.
208p. 0mf. L3 ED 369 140

Restructuring Schools: Exploring School-Based Management and Empowerment Issues. A National Perspective.
11p. 1mf. L1 ED 369 157

The Role of the Independent Sector in a Modern Democratic Society. An European View.
10p. 1mf. L1 ED 369 690

School Business Relationship

Back from the Future: Community Demands Reshape a College.
18p. 1mf. L1 ED 369 458

Basic Skills in the Workplace: Practical Guide for Development & Implementation.
275p. 3mf. L1 ED 368 911

Building a System To Connect School and Employment.
82p. 1mf. L2 ED 368 938

Business-Education Partnerships: Developing a Collaborative Relationship with Business and Community.
31p. 1mf. L1 ED 369 169

Effective Partnership between Public Education and Private Industry.

14p. 1mf. L1 ED 369 486

Sexual Abuse

Sexual Abuse: Facts for Discussion, Prevention, and Management. Student Workbook. Health Promotion for Adult Literacy Students: An Empowering Approach.
42p. 1mf. L1 ED 368 955

Sexual Harassment

Gender Equity. IDRA Forum.
21p. 1mf. L1 ED 369 639

Morality, Responsibility, and the University. Studies in Academic Ethics.
273p. 0mf. L3 ED 369 326

Sexual Identity

Five Hundred Questions Kids Ask about Sex and Some of the Answers: Sex Education for Parents, Teachers and Young People Themselves.
212p. 0mf. L3 ED 369 552

Sexuality

Five Hundred Questions Kids Ask about Sex and Some of the Answers: Sex Education for Parents, Teachers and Young People Themselves.
212p. 0mf. L3 ED 369 552

Positive Approaches: A Sexuality Guide for Teaching Developmentally Disabled Persons.
112p. 2mf. L2 ED 369 215

The Sexualized Context of American Public High Schools.
21p. 1mf. L1 ED 369 153

Shared Facilities

Partnerships: Doors to the Future for Community Colleges.
4p. 1mf. L1 ED 369 447

Shared Resources and Services

Partnerships: Doors to the Future for Community Colleges.
4p. 1mf. L1 ED 369 447

Simulation

Business Education/Marketing. TLC Technology-Life-Careers 1993-94.
592p. 7mf. L1 ED 368 932

The Origins and Development of the National Training Center, 1976-1984. TRADOC Historical Monograph Series.
193p. 3mf. L1 ED 369 659

Single Sex Colleges

Teaching Gender Issues at a Women's College: A Male's Perspective.
9p. 1mf. L1 ED 369 114

Site Development

The Origins and Development of the National Training Center, 1976-1984. TRADOC Historical Monograph Series.
193p. 3mf. L1 ED 369 659

Skill Development

Communicating on the Job.
95p. 1mf. L1 ED 368 969

English as a Second Language. Level 1.
156p. 2mf. L1 ED 368 970

English as a Second Language. Level 2.

Use of Technology by Undergraduate Elementary Education Majors.
11p. 1mf. L1 ED 369 743

Voices from the Future: Students Speak Out on America's Emerging Leadership Crisis: Results of a Survey of "Century III Leaders," Scholarship Winning High School Seniors, and High School Seniors Nationwide.
132p. 2mf. L1 ED 369 170

Student Attrition

Causes of College Retention: A Systems Perspective.
12p. 1mf. L1 ED 369 027

Student Behavior

Behavior Rating Scales, Grades 4-6. Annotated Bibliography of Tests.
52p. 1mf. L1 ED 369 839

Classroom Behaviors of Students in Rural Mainstreamed Settings: A Comparison of Students with Disabilities and Their Normative Peers.
9p. 1mf. L1 ED 369 605

Classroom Interaction. Annotated Bibliography of Tests.
42p. 1mf. L1 ED 369 825

Classroom Management for Elementary Teachers. Third Edition.
226p. 0mf. L3 ED 369 782

Classroom Management for Secondary Teachers. Third Edition.
212p. 0mf. L3 ED 369 781

A Comparison of the Academic Behaviors of Elementary and Secondary Education Students.
11p. 1mf. L1 ED 369 764

Prison Education and Offender Behavior: A Review of the Scientific Literature. Prision Education Research Project: Report 1.
25p. 1mf. L1 ED 369 677

Return Address Study Report.
11p. 1mf. L1 ED 369 468

Sociocognitive Conflict in Peer-Led and Teacher-Led Discussions of Literature. Reading Research Report No. 12.
50p. 1mf. L1 ED 369 069

Student Certification

An Introduction to Numeracy Teaching.
115p. 2mf. L1 ED 368 913

A Plan to Implement a Pre-Military Development Program.
315p. 4mf. L1 ED 368 894

Systems and Procedures of Certification of Qualifications in the United Kingdom. National Report. 3rd Edition. CEDEFOP Panorama.
55p. 1mf. L1 ED 368 869

Student Characteristics

Financing Nontraditional Students: A Seminar Report.
96p. 1mf. L1 ED 369 423

Garland County Community College Non-Returning Student Survey.
132p. 2mf. L1 ED 369 462

Summary of the Bilingual Education State Educational Agency Program Survey of States' Limited English Proficient Persons and Available Educational Services, 1991-1992.
75p. 1mf. L1 ED 369 292

Teacher Education Follow-up Study, 1994.
26p. 1mf. L1 ED 369 766

Student College Relationship

The Contradictory College: The Conflicting Origins, Impacts, and Futures of the Community College.
365p. 0mf. L3 ED 369 461

29p. 1mf. L1 ED 369 560

Team Learning. Training Packet for a Three-Session Workshop. Study of ABE/ESL Instructor Training Approaches.
132p. 2mf. L1 ED 368 947

Volunteers and Teachers in the Classroom. Training Packet for a Two-Session Workshop. Study of ABE/ESL Instructor Training Approaches.
75p. 1mf. L1 ED 368 949

Whole Language Approach. Study of ABE/ESL Instructor Training Approaches.
104p. 2mf. L1 ED 368 948

Teacher Education Curriculum

The Dream Team! A Multi-Level Curriculum for Developing a Rural Transdisciplinary Team Training Model.
12p. 1mf. L1 ED 369 592

Education of Teachers in Field Settings: A Case Study.
11p. 1mf. L1 ED 369 753

Reform and Early Childhood Education: Making Teacher Preparation Professional and Relevant.
25p. 1mf. L1 ED 369 516

Teacher Education Programs

American Association of Colleges for Teacher Education Briefing Book 1993.
58p. 1mf. L1 ED 369 779

An Approach to the Evaluation of ELT Preparation Programs.
21p. 1mf. L1 ED 369 276

Becoming a Teacher: The Contribution of Teacher Education.
45p. 1mf. L1 ED 369 769

Center for Civic and Economic Education (Warsaw).
10p. 1mf. L1 ED 369 685

Language Teacher Education in a Fast-Changing World. Anthology Series 29. Selected Papers from a Seminar on Language Teacher Education in a Fast-Changing World (April 1992).
171p. 2mf. L1 ED 369 274

Procedures for the Evaluation of Teacher Education Programs.
33p. 1mf. L1 ED 369 763

Teacher Education Follow-up Study, 1994.
26p. 1mf. L1 ED 369 766

Tennessee's Education Policy: A Mid-Course Assessment.
17p. 1mf. L1 ED 369 731

Teacher Educator Education

Teachers as Trainers.
28p. 1mf. L1 ED 369 278

Teacher Educators

Getting Down to Cases. Learning To Teach with Case Studies.
207p. 0mf. L3 ED 369 783

When Teacher Educators Collaboratively Reflect on Their Practices: A Case Study on Teaching Cases.
25p. 1mf. L1 ED 369 768

Teacher Effectiveness

Challenging, Caring, and Connecting: Teaching and Reaching the College Student in the 1990s.
21p. 1mf. L1 ED 369 324

Self-Efficacy and Performance Ratings of Preservice Teachers in the Area of Emotional and Behavioral Disorders.
22p. 1mf. L1 ED 369 746

Three Models for Teaching and Learning.
17p. 1mf. L1 ED 369 752

Teacher Evaluation

Survey on the Transferability of Associate's Degree to Four-Year Institutions.
11p. 1mf. L1 ED 369 449

Transfer Programs

Methods To Increase the Number of Successful Transfers between Programs by Students in Adult Literacy Programming. A Research Report.
110p. 2mf. L1 ED 368 853

Transitional Programs

Bridging Early Services for Children with Special Needs and Their Families: A Practical Guide for Transition Planning.
318p. 0mf. L3 ED 369 239

Employment Success for Students with Mild Disabilities: Process and Outcomes.
14p. 1mf. L1 ED 369 235

Infusing Rural School-Community Partnerships into Transition Components of Individualized Education Plans: Processes and Outcomes.
9p. 1mf. L1 ED 369 620

The P-12 Experience of Students: In What Ways Can It Be a Quality Experience?
25p. 1mf. L1 ED 369 158

Partners for Transition: Preparing Students for the Future.
9p. 1mf. L1 ED 369 611

The Senior Year Experience. Conference Program and Proceedings (4th, Orlando, Florida, March 13-15, 1994).
66p. 1mf. L1 ED 369 314

The Wisdom Is Now (Project WIN) Final Evaluation Report, 1992-93. OREA Report.
53p. 1mf. L1 ED 369 302

Tribally Controlled Education

American Indian/Alaska Native Education. Fastback No. 367.
42p. 1mf. L1 ED 369 585

The Legal Framework for Parental Involvement in Indian Education.
12p. 1mf. L2 ED 369 641

Truancy

A Family Systems Approach to the Problem of Truancy.
16p. 1mf. L1 ED 369 030

Tuition

The Impact of Rising Tuition on the Low Income and Minority Populations of Arizona.
19p. 1mf. L1 ED 369 433

Tutorial Programs

A Community of Writers: Peer Tutor Training for Writing Center Techniques Which Foster Dialogue in the Writing Process.
6p. 1mf. L1 ED 369 088

Tutoring

Creativity and Collaborative Learning: A Practical Guide to Empowering Students and Teachers.
432p. 0mf. L3 ED 369 547

Helping Learning Disabled Adults through Special Tutorial Techniques. Final Report. 1992-1993.
30p. 1mf. L1 ED 368 878

LAP Reading Program: Every Child a Reader. UKERA Occasional Papers #0006.
45p. 1mf. L1 ED 369 550

A Developmental Approach to Conflict Resolution.
9p. 1mf. L1 ED 369 541

Early Childhood Development: The Challenge and the Opportunity.
17p. 1mf. L1 ED 369 529

Educare in Europe. Report of the European Child Care Conference (Copenhagen, Denmark, October 1992).
152p. 2mf. L1 ED 369 519

Encouraging Symbolic Play in Young Children: A Guide for Developing Creative and Imaginative Experiences.
63p. 1mf. L1 ED 369 551

Even Start Family Literacy Program Evaluation, Oklahoma City Public Schools, 1992-93.
53p. 1mf. L2 ED 369 512

Family Literacy for Parents in Bridge Housing.
30p. 1mf. L1 ED 368 877

How a Bilingual Child Understands Being Bilingual.
21p. 1mf. L1 ED 369 266

Moral Development: Making the Connection between Choices, Responsibility and Self-Esteem.
14p. 1mf. L2 ED 369 555

Starting Points: Meeting the Needs of Our Youngest Children. The Report of the Carnegie Task Force on Meeting the Needs of Young Children.
153p. 2mf. L1 ED 369 562

Youth Problems

Preventing Youth Violence and Aggression and Promoting Safety in Schools.
27p. 1mf. L1 ED 368 989

Youth Programs

Changing Perspectives: Youth as Resources.
87p. 1mf. L1 ED 369 842

Planning for Life: Career Planning Excellence in America, A National Policy Forum (Washington, D.C., August 4, 1993). Recognition Program: Summer 1994.
10p. 1mf. L1 ED 368 859

Assessment and Decision Making in Two Schools: The Ohio Site. Technical Report No. 596.
32p. 1mf. L1 ED 369 036

Correcting Impaired Student Self-Concepts: An Instructional Leadership Strategy for Teachers and Principals.
23p. 1mf. L1 ED 369 765

Educational Leaders: Professionals or Moral-Social Agents.
14p. 1mf. L1 ED 369 182

Inclusive Education for All Students.
9p. 1mf. L1 ED 369 619

Parent Involvement: A Survey of Proficiencies of Principals and Teachers.
35p. 1mf. L1 ED 369 556

Part-Time Faculty: Here Today, Not Gone Tomorrow, or Professional Development of Part-Time Faculty and the Changing Role of Division Chairpersons.
10p. 1mf. L1 ED 369 428

A Practical Guide to Effective Site-Based Management.
208p. 0mf. L3 ED 369 140

School-Site Councils. ERIC Digest, Number 89.
3p. 1mf. L1 ED 369 154

Administrator Selection

Hiring, Paying & Evaluating School Administrators: A Cooperative Workbook for School Boards and Administrators.
59p. 1mf. L1 ED 369 163

Administrators

Administrative Compensation Survey. 1993-94.
123p. 0mf. L3 ED 369 311

An Examination of Standardized Evaluation Forms Used in Public Libraries To Evaluate Professional Librarians.
39p. 1mf. L1 ED 369 417

The School Administrator Supply and Demand Report.
56p. 1mf. L1 ED 369 164

Adolescent Literature

Annotated Bibliography for High School Reading: A Suggested Bibliography for 9-12 Students. Revised Edition.
94p. 1mf. L1 ED 369 063

Annotated Bibliography for Junior High/Middle School Reading: A Suggested Bibliography for 6-9 Students. Revised Edition.
75p. 1mf. L1 ED 369 062

The Efficacy of Shared Reading with Teens.
12p. 1mf. L1 ED 369 073

Adolescents

Adolescent Clients of Washington State's Division of Alcohol and Substance Abuse Services: A Descriptive Study.
139p. 2mf. L1 ED 369 025

Changing Perspectives: Youth as Resources.
87p. 1mf. L1 ED 369 842

Child Abuse and Neglect Prevention: A Resource and Planning Guide.
146p. 2mf. L1 ED 368 990

Guide d'enseignement: Art dramatique, Secondaire, Deuxieme cycle (Instructional Guide: Theater Arts, Secondary Schools, Second Cycle).
312p. 4mf. L1 ED 369 121

Synopsis of a Descriptive Study of School-Based Adolescent Suicide Prevention/Intervention Programs: Program Components and the Role of the School Counselor.
25p. 1mf. L2 ED 369 017

Adult Basic Education

Tests.
52p. 1mf. L1 ED 369 839

Behavior Rating Scales, Preschool - Grade 3. Annotated Bibliography of Tests.
64p. 1mf. L1 ED 369 838

Self-Monitoring: An Alternative to Daily Point Sheets.
21p. 1mf. L1 ED 369 253

Behavior Rating Scales

Behavior Rating Scales, Grade 7 and Above. Annotated Bibliography of Tests.
58p. 1mf. L1 ED 369 840

Behavior Rating Scales, Grades 4-6. Annotated Bibliography of Tests.
52p. 1mf. L1 ED 369 839

Behavior Rating Scales, Preschool - Grade 3. Annotated Bibliography of Tests.
64p. 1mf. L1 ED 369 838

Classroom Interaction. Annotated Bibliography of Tests.
42p. 1mf. L1 ED 369 825

Self-Monitoring: An Alternative to Daily Point Sheets.
21p. 1mf. L1 ED 369 253

Social Skills, Birth - Age 9. Annotated Bibliography of Tests.
70p. 1mf. L1 ED 369 835

Social Skills, Grade 4 and Above. Annotated Bibliography of Tests.
81p. 1mf. L1 ED 369 836

Teaching Style. Annotated Bibliography of Tests.
44p. 1mf. L1 ED 369 804

Behavior Standards

A Study To Identify and Measure Desirable Student Social Outcomes.
67p. 1mf. L1 ED 369 570

Behavioral Objectives

Utah's Best Project: Behavioral and Educational Strategies for Teachers. Technical Assistance Manuals, Edited Versions.
154p. 2mf. L1 ED 369 760

Beliefs

Attitudes and Opinions from the Nation's High Achieving Teens. 24th Annual Survey of High Achievers.
163p. 2mf. L1 ED 368 995

Resilient Students' Beliefs about Their Schooling Environment: A Possible Role in Developing Goals and Motivation.
21p. 1mf. L1 ED 369 817

Bias

Multicultural Sensitivity: A Principal's Reference Guide.
59p. 1mf. L1 ED 369 171

Bilingual Education

Bilingual Preschool Programs: Future Directions.
23p. 1mf. L1 ED 369 500

Improving Knowledge and Competency of Early Childhood Providers Through an In-Service Multicultural Bilingual Program.
51p. 1mf. L1 ED 369 530

Bilingual Education Programs

Summary of the Bilingual Education State Educational Agency Program Survey of States' Limited English Proficient Persons and Available Educational Services, 1991-1992.
75p. 1mf. L1 ED 369 292

54p. 1mf. L1 ED 369 284

Moral Development: Making the Connection between Choices, Responsibility and Self-Esteem.
14p. 1mf. L2 ED 369 555

OATYC Journal, 1993-94.
98p. 2mf. L1 ED 369 450

Role Playing in Foreign Language Teaching: An Application in an Elementary Chinese Class.
10p. 1mf. L1 ED 369 289

Student Motivation.
5p. 1mf. L1 ED 369 142

Teaching Children to Care: Management in the Responsive Classroom.
306p. 4mf. L1 ED 369 531

Teaching Writing with Small Groups.
26p. 1mf. L1 ED 369 290

Using Paraeducators Effectively in the Classroom. Fastback 358.
34p. 1mf. L1 ED 369 732

Utah's Best Project: Behavioral and Educational Strategies for Teachers. Technical Assistance Manuals, Edited Versions.
154p. 2mf. L1 ED 369 760

When Teacher Educators Collaboratively Reflect on Their Practices: A Case Study on Teaching Cases.
25p. 1mf. L1 ED 369 768

Clearinghouses

ERIC Clearinghouse Publications, 1993. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses Announced in Resources in Education (RIE) January-December 1993.
111p. 2mf. L1 ED 369 420

Climate Control

YRE Basics: History, Methods, Concerns, Future.
10p. 1mf. L1 ED 369 144

Clinical Teaching (Health Professions)

Doctors' Stories on Teaching and Mentoring. Fastback 369.
36p. 1mf. L1 ED 369 734

Codes of Ethics

Child Care Connections-NS: Three Years of Development and Our Commitment to Children, Parents, Colleagues, and Community.
35p. 1mf. L1 ED 369 528

Faculty Ethics: Expanding the AAUP Ethics Statement.
6p. 1mf. L1 ED 369 442

Cognitive Ability

Identification of Guessing Behavior on the Basis of the Mixed Rasch Model.
20p. 1mf. L1 ED 369 814

Intelligence--Group Administered, Grades 7 and Above. Annotated Bibliography of Tests.
29p. 1mf. L1 ED 369 801

Intelligence--Individually Administered, Grades 4-6. Annotated Bibliography of Tests.
23p. 1mf. L1 ED 369 799

Intelligence--Individually Administered, Preschool-Grade 3. Annotated Bibliography of Tests.
35p. 1mf. L1 ED 369 798

Resilient Students' Beliefs about Their Schooling Environment: A Possible Role in Developing Goals and Motivation.
21p. 1mf. L1 ED 369 817

Scholastic Aptitude and Mental/Cognitive Ability. Annotated

Multiculturalism: Implications for Outdoor and Conservation Educators.
39p. 1mf. L1 ED 369 584

Conservatism

PC, No--An Examination of the Conservative Opposition to Political Correctness.
14p. 1mf. L1 ED 369 113

Consortia

The ACCK Preservice Early Intervention Project. Final Report.
156p. 2mf. L1 ED 369 199

The Digital Preservation Consortium: Mission and Goals.
9p. 1mf. L2 ED 369 413

Multi-University Consortium for Teacher Training: A Model for Pre-Service Training in Rural Areas.
6p. 1mf. L1 ED 369 615

Constructivism (Learning)

Psychology of Learning for Instruction.
409p. 0mf. L3 ED 369 772

Consultants

Collaborative Consultation in a Rural School.
11p. 1mf. L1 ED 369 635

Consultation Programs

Linking High Quality Teacher Preparation to Fundamental School Reform: The Philanthropic Role. A Report on a Consultation Sponsored by the BellSouth Foundation (Memphis, Tennessee, April 21, 1993).
32p. 1mf. L1 ED 369 750

Consumer Economics

Health Care Resources: You Are the Consumer. Student Workbook. Health Promotion for Adult Literacy Students: An Empowering Approach.
57p. 1mf. L1 ED 368 952

Consumer Education

Topics for Lehigh County Seniors.
77p. 1mf. L1 ED 368 886

Content Area Reading

Content Area Reading: An Integrated Approach. Fourth Edition.
370p. 0mf. L3 ED 369 049

Reading in the Content Areas: Improving Classroom Instruction. Third Edition.
478p. 0mf. L3 ED 369 050

Content Area Writing

From Other to Community: Making the Writing Center an All-University Facility.
16p. 1mf. L1 ED 369 086

Context Effect

Relationships among Economic Diversity and Context of Student Teaching Placements and Educational Attitudes and Performance of Pre-Service Teachers.
19p. 1mf. L1 ED 369 754

Continuous Progress Plan

The Multiage Classroom: A Collection.

New Boundaries for School-Based Management: The High Involvement Model.
35p. 1mf. L1 ED 369 186

The Role of the Independent Sector in a Modern Democratic Society. An European View.
10p. 1mf. L1 ED 369 690

School Based Improvement: Changes in AISD, 1992-93. Publication Number 93.32.
45p. 1mf. L1 ED 369 824

Decision Making

Action Control, Motivation, and Academic Achievement.
17p. 1mf. L1 ED 368 991

Assessment and Decision Making in Two Schools: The Ohio Site. Technical Report No. 596.
32p. 1mf. L1 ED 369 036

Implementation of Alternative Methods for Making Educational Accountability Decisions for Students with Disabilities. Synthesis Report 12.
32p. 1mf. L1 ED 369 230

Improving the Critical Thinking Skills of Ninth Grade World History Students by Integrating Critical Thinking Skills and Course Content.
82p. 1mf. L1 ED 369 722

Prototype Matching and Striving for Future Selves: Information Management Strategies in the Transition to College.
35p. 1mf. L1 ED 369 328

Restructuring Schools: Exploring School-Based Management and Empowerment Issues. A National Perspective.
11p. 1mf. L1 ED 369 157

School Based Improvement: Changes in AISD, 1992-93. Publication Number 93.32.
45p. 1mf. L1 ED 369 824

Strategic Planning for Community Viability: A Process, Not a Destination. Circular CRD-60.
7p. 1mf. L1 ED 368 930

Task Force on College Governance Report to the College Community: 3 Years in Progress.
28p. 1mf. L1 ED 369 440

Decision Making Skills

Decision-Making Process. Annotated Bibliography of Tests.
33p. 1mf. L1 ED 369 830

Instructional Strategies for Implementing Ethics Instruction in Health Education Courses.
5p. 1mf. L2 ED 369 741

Degree Requirements

An Exit Interview: The Culminating Reflective Experience.
8p. 1mf. L1 ED 369 626

Degrees (Academic)

Agriculture, Forestry, Fishing, and Veterinary Science. Financial Assistance for Study after Standard 10.
47p. 1mf. L1 ED 369 336

Any Field of Study. Financial Assistance for Study after Standard 10.
139p. 2mf. L1 ED 369 330

Architecture and Building Sciences. Financial Assistance for Study after Standard 10.
40p. 1mf. L1 ED 369 335

Art, Music, and Design. Financial Assistance for Study after Standard 10.
41p. 1mf. L1 ED 369 333

Use of Technology by Undergraduate Elementary Education Majors.
11p. 1mf. L1 ED 369 743

Education Work Relationship

AERA Vocational Education Special Interest Group Proceedings. American Educational Research Association Annual Meeting (New Orleans, Louisiana, April 4-8, 1994).
470p. 5mf. L1 ED 368 960

Building a System To Connect School and Employment.
82p. 1mf. L2 ED 368 938

Employer Follow-Up Survey, February-March 1994.
16p. 1mf. L1 ED 369 472

Employment Success for Students with Mild Disabilities: Process and Outcomes.
14p. 1mf. L1 ED 369 235

Expanding Horizons in Business Education. National Business Education Association Yearbook, No. 32.
185p. 2mf. L2 ED 368 961

Five Years after Graduation: A Follow-Up Study of 1988-89 Graduates/Certificate Holders.
22p. 1mf. L1 ED 369 467

Follow-Up Survey, Graduates of 1992-93.
39p. 1mf. L1 ED 369 471

Grad 1, 3, and 5: A Longitudinal Comparison of Graduate Follow-Up Studies.
46p. 1mf. L1 ED 369 470

How Well Are Youth with Disabilities Really Doing? A Comparison of Youth with Disabilities and Youth in General. A Report from the National Longitudinal Transition Study of Special Education Students.
103p. 2mf. L1 ED 369 233

Linking Foreign Language to Occupational Education in a Rural High School: Foreign Language with Criminal Justice and Travel & Tourism.
8p. 1mf. L1 ED 369 644

National Tech Prep Demonstration Center Annual Performance Report.
82p. 1mf. L1 ED 369 430

Partners for Transition: Preparing Students for the Future.
9p. 1mf. L1 ED 369 611

School-To-Work: Opportunity or Barrier? ASPIRA Issue Brief.
9p. 1mf. L2 ED 369 852

The Senior Year Experience. Conference Program and Proceedings (4th, Orlando, Florida, March 13-15, 1994).
66p. 1mf. L1 ED 369 314

Three Years after Graduation: Survey of 1990-91 Graduates and Certificate Holders.
20p. 1mf. L1 ED 369 469

Work Based Learning and Higher Education in the USA.
44p. 1mf. L1 ED 369 316

Educational Administration

The Realities of Curriculum Management.
7p. 1mf. L1 ED 368 898

The Role of the Independent Sector in a Modern Democratic Society. An European View.
10p. 1mf. L1 ED 369 690

Educational Assessment

Assessing Engineering Education in Sub-Saharan Africa. World Bank Technical Paper Number 197, Africa Technical Department Series.
210p. 3mf. L2 ED 369 364

Back from the Future: Community Demands Reshape a College.

Personal Portable Computers and the Curriculum. Practitioner MiniPaper 13.
63p. 1mf. L2 ED 369 388

Potpourri of Resources To Tap Gifted Education in Rural Areas.
7p. 1mf. L1 ED 369 601

Sustaining Innovation in Teaching and Learning.
4p. 1mf. L1 ED 369 446

Technology in Rural Education. Fastback No. 366.
35p. 1mf. L1 ED 369 586

Educational Television

Distance Education Resource Directory for Northwest Schools.
46p. 1mf. L1 ED 369 386

Educational Theories

Alternative Conceptualizations.
85p. 1mf. L1 ED 369 662

Higher Education: Handbook of Theory and Research. Volume IX.
498p. 0mf. L3 ED 369 342

Higher Education: Handbook of Theory and Research. Volume VI.
527p. 0mf. L3 ED 369 339

Higher Education: Handbook of Theory and Research. Volume VII.
482p. 0mf. L3 ED 369 340

Higher Education: Handbook of Theory and Research. Volume VIII.
482p. 0mf. L3 ED 369 341

Ideal Ends: John Dewey's Later Vision for Education.
32p. 1mf. L1 ED 369 755

What Have You Learned? Co-Constructing the Meaning of Time.
25p. 1mf. L1 ED 369 484

Educational Therapy

ADHD Training Modules for Rural Health Care Providers, Educators and Parents.
10p. 1mf. L1 ED 369 632

Educational Trends

AERA Vocational Education Special Interest Group Proceedings. American Educational Research Association Annual Meeting (New Orleans, Louisiana, April 4-8, 1994).
470p. 5mf. L1 ED 368 960

Computers in Schools of Southeast Texas in 1994.
16p. 1mf. L1 ED 369 735

Critical Education Trends: A Poll of America's Urban Schools.
17p. 1mf. L2 ED 369 875

The Development of the Danish Folkeskole towards a School for All. Integration of Handicapped Pupils in the Mainstream School System.
15p. 1mf. L1 ED 369 245

Expanding Horizons in Business Education. National Business Education Association Yearbook, No. 32.
185p. 2mf. L2 ED 368 961

Handbook of Adult Literacy Issues for Community Members.
30p. 1mf. L1 ED 368 893

The Reform Movement: Where Do Gifted Students Fit?
47p. 1mf. L1 ED 369 200

Science & Engineering Indicators--1993.
673p. 8mf. L1 ED 369 652

Self-Directed Learning: Consensus & Conflict.
296p. 0mf. L3 ED 368 918

Statistical Annex: National Report on Schooling in Australia, 1991.
94p. 1mf. L1 ED 369 667

Texas Teachers, Moonlighting, and Morale, 1980-1994.
29p. 1mf. L1 ED 369 744

Experience

First Year Teaching Experiences of Early Childhood Urban Teachers.
20p. 1mf. L1 ED 369 856

Experiential Learning

Adapting Pfeiffer and Jones' Experiential Learning Model for Classroom Use.
12p. 1mf. L2 ED 369 115

Association for International Agricultural and Extension Education 1994 Conference Papers. Annual Conference (10th, Arlington, Virginia, March 24-26, 1994).
473p. 5mf. L1 ED 368 914

Extended School Year

Research Summary: Year Round Schools May Not Be the Answer.
18p. 1mf. L1 ED 369 548

YRE Basics: History, Methods, Concerns, Future.
10p. 1mf. L1 ED 369 144

Extension Education

Association for International Agricultural and Extension Education 1994 Conference Papers. Annual Conference (10th, Arlington, Virginia, March 24-26, 1994).
473p. 5mf. L1 ED 368 914

Facility Improvement

Historically Black Colleges and Universities Historic Building Restoration and Preservation Act. Report Together with Dissenting Views To Accompany H.R. 2921 . House of Representatives, 103D Congress, 1st Session.
10p. 1mf. L1 ED 369 353

Faculty College Relationship

Managing the Industrial Labor Relations Process in Higher Education.
373p. 0mf. L3 ED 369 377

Faculty Development

Higher Education Faculty Institute Multidisciplinary Inservice Model Demonstration Project. Final Report.
984p. 11mf. L1 ED 369 224

Instructors as Investors: A Collegial Conspiracy To Improve Classroom Instruction.
9p. 1mf. L1 ED 369 464

Part-Time Faculty: Here Today, Not Gone Tomorrow, or Professional Development of Part-Time Faculty and the Changing Role of Division Chairpersons.
10p. 1mf. L1 ED 369 428

Professional Development in Education: In Search of the Optimal Mix.
36p. 1mf. L1 ED 369 181

Survey Assessment of Paideia Teachers Perceptions Concerning Professional Staff Development.
19p. 1mf. L1 ED 369 742

Understanding Teacher Development.
243p. 0mf. L3 ED 369 784

Faculty Fellowships

Awards for University Teachers and Research Workers 1994-96. ACU Awards Series.
352p. 0mf. L3 ED 369 354

Faculty Mobility

English as a Second Language. Level 1.
156p. 2mf. L1 ED 368 970

English as a Second Language. Level 2.
143p. 2mf. L1 ED 368 971

Grants

Monitoring of Childcare Fees: Prices Surveillance Authority Monitoring Report No. 13.
57p. 1mf. L2 ED 369 533

Grief

Working Together: When Death Comes to School.
9p. 1mf. L1 ED 369 634

Grievance Procedures

Managing the Industrial Labor Relations Process in Higher Education.
373p. 0mf. L3 ED 369 377

Group Activities

More than the Sum of the Parts: Using Small Group Learning in Adult Basic and Literacy Education. A 353 Special Demonstration Project.
90p. 1mf. L1 ED 368 905

Group Behavior

Group Behavior and Influence. Annotated Bibliography of Tests.
39p. 1mf. L1 ED 369 841

Origins of Ethnic Strife.
16p. 1mf. L1 ED 368 999

Group Discussion

Perspectives on Interdisciplinary Education. A Focus Group Study Conducted at the Minnesota Center for Arts Education.
46p. 1mf. L1 ED 369 706

Group Dynamics

An Integrated, Cooperative Learning Oriented Freshman Civil Engineering Course: Computer Analysis in Civil Engineering.
11p. 1mf. L1 ED 369 313

Kindergartners' Self-Concepts and Perceptions of Peer Interactions.
18p. 1mf. L1 ED 369 520

Grouping (Instructional Purposes)

The Challenge of Detracking: A Collection.
296p. 4mf. L2 ED 369 573

Grouping Pupils for Language Arts Instruction.
14p. 1mf. L1 ED 369 066

Learning Together and Alone. Cooperative, Competitive, and Individualistic Learning. Fourth Edition.
292p. 0mf. L3 ED 369 778

Mindful of Others: Teaching Children To Teach.
237p. 0mf. L3 ED 369 097

Organizational, Instructional and Curricular Strategies To Support the Implementation of Unified, Coordinated, and Inclusive Schools.
86p. 1mf. L1 ED 369 252

Organizing for Effective Reading Instruction. ERIC Digest.
3p. 1mf. L1 ED 369 034

Guessing (Tests)

Identification of Guessing Behavior on the Basis of the Mixed Rasch Model.

Multi-University Consortium for Teacher Training: A Model for Pre-Service Training in Rural Areas.
6p. 1mf. L1 ED 369 615

Partnerships: Doors to the Future for Community Colleges.
4p. 1mf. L1 ED 369 447

Institutional Evaluation

The Commission d'evaluation de l'enseignement collegial: Its Mission and Directions (La Commission d'evaluation de l'enseignement collegial: Sa mission et ses orientations).
23p. 1mf. L1 ED 369 434

Consulting with Your SPRE. Establishing Review Standards.
62p. 1mf. L1 ED 369 351

Institutional Mission

Contemporary Campus Issues.
10p. 1mf. L1 ED 369 425

Edith Bowen Laboratory School Evaluation Committee Report Submitted to the 1994 Utah State Legislature.
42p. 1mf. L1 ED 369 762

A Framework for Fundamental Change in the Community College: Creating a Culture of Responsiveness.
34p. 1mf. L1 ED 369 432

Sustaining Innovation in Teaching and Learning.
4p. 1mf. L1 ED 369 446

Institutional Role

Politics and the Schools.
117p. 2mf. L1 ED 369 663

Institutionalized Persons

Full Circle Program's Family Consulting Services.
16p. 1mf. L1 ED 369 488

Instructional Design

Three Models for Teaching and Learning.
17p. 1mf. L1 ED 369 752

Instructional Development

Children Exploring Their World: Theme Teaching in Elementary School.
295p. 0mf. L3 ED 369 096

Classroom Management for Elementary Teachers. Third Edition.
226p. 0mf. L3 ED 369 782

Classroom Management for Secondary Teachers. Third Edition.
212p. 0mf. L3 ED 369 781

Inclusive Early Childhood Education: A Model Classroom.
189p. 0mf. L3 ED 369 214

Instructional Effectiveness

Adult Education Research Annual Conference (AERC) Proceedings (34th, University Park, Pennsylvania, May 1993).
377p. 4mf. L1 ED 368 967

The Efficacy of Shared Reading with Teens.
12p. 1mf. L1 ED 369 073

Hands-On Instruction in an Electronic Classroom. A Final Report to the U.S. Dept. of Education of a Research and Development Grant Awarded To Establish a Fully-Equipped Electronic Training Room and Test the Effectiveness of Hands-On Instruction in Learning the NOTIS OPAC and Silver-Platter ERIC.
109p. 2mf. L1 ED 369 391

Organizational, Instructional and Curricular Strategies To Support the Implementation of Unified, Coordinated, and Inclusive Schools.

16p. 1mf. L1 ED 369 267

A Teacher's Guide to Choosing a Secondary Foreign Language Textbook.
9p. 1mf. L2 ED 369 269

Teachers as Trainers.
28p. 1mf. L1 ED 369 278

Teachers Perceptions of and Strategies with Lexical Anomalies.
28p. 1mf. L1 ED 369 259

Using Feedback and Reflection as Tools in Bridging the Theory-Practice Link in Language Teacher Training at the Primary Level.
17p. 1mf. L1 ED 369 282

Language Tests

German - Foreign Language. Annotated Bibliography of Tests.
13p. 1mf. L1 ED 369 786

Italian - Foreign Language. Annotated Bibliography of Tests.
10p. 1mf. L1 ED 369 791

The Role of Cohesion in Communicative Competence as Exemplified in Oral Proficiency Testing.
21p. 1mf. L1 ED 369 258

Language Usage

Worlds of Literacy. The Language and Education Library 5.
284p. 0mf. L3 ED 369 307

Languages for Special Purposes

Bilingual Information Processing--Autonomous Learning and Cross-Cultural Negotiating--the European Monetary Union Project at Aston University.
10p. 1mf. L1 ED 369 263

Proceedings of the Clemson Conference on Language and International Trade (Clemson, South Carolina, March 9-11, 1989).
128p. 2mf. L1 ED 369 256

Large Group Instruction

Observations of Instructional Time in Kindergarten Classrooms: Suggestions for Improvement.
13p. 1mf. L1 ED 369 522

Law Related Education

The Power of Comparison in Teaching about Constitutionalism, Law, and Democracy.
24p. 1mf. L1 ED 369 727

Student Legal Issues. Final Report.
365p. 4mf. L1 ED 368 885

Lead Poisoning

The Influence of Lead Exposure and Toxicity to Children's Neurological Development and School Performance.
10p. 1mf. L1 ED 369 630

Leadership

Smart Schools for San Antonio's Future: A Report on Public Education.
30p. 1mf. L1 ED 369 134

Strategic Humor in Leadership: Practical Suggestions for Appropriate Use.
34p. 1mf. L1 ED 369 107

Leadership Qualities

Educational Leaders: Professionals or Moral-Social Agents.
14p. 1mf. L1 ED 369 182

Leadership Responsibility

Special Education Administrator Training: Meeting Market Needs through Collaboration in Northern New England.
7p. 1mf. L1 ED 369 624

Training School and Rehabilitation Counselors To Provide Cooperative Transition Services.
6p. 1mf. L1 ED 369 638

Mastery Learning

Foreign Language Mastery Curriculum.
45p. 1mf. L1 ED 369 297

Teaching for Oral Proficiency in French: A Teacher's Manual To Accompany Foreign Language Master Curriculum.
48p. 1mf. L1 ED 369 299

Teaching for Oral Proficiency in German: A Teacher's Manual To Accompany Foreign Language Master Curriculum.
117p. 2mf. L1 ED 369 298

Teaching for Oral Proficiency in Spanish: A Teacher's Manual To Accompany Foreign Language Master Curriculum.
88p. 1mf. L1 ED 369 300

Material Development

An In-Service Math Instruction Program for Tutors. Final Report.
90p. 1mf. L1 ED 368 879

An Introduction to Numeracy Teaching.
115p. 2mf. L1 ED 368 913

Mathematical Concepts

Math Lab.
51p. 1mf. L1 ED 368 985

Math on the Job.
68p. 1mf. L1 ED 368 986

Mathematics

The Development of a Psychological Aesthetic: Jay Hambidge & Charles Henry.
17p. 1mf. L1 ED 369 691

Mathematics Achievement

Science & Engineering Indicators--1993.
673p. 8mf. L1 ED 369 652

Mathematics Anxiety

Mathematics: Strategic Problem Solving. Training Packet for a Two-Session Workshop. Study of ABE/ESL Instructor Training Approaches.
86p. 1mf. L1 ED 368 944

Mathematics Education

Mathematics: Strategic Problem Solving. Training Packet for a Two-Session Workshop. Study of ABE/ESL Instructor Training Approaches.
86p. 1mf. L1 ED 368 944

Multivariate and Descriptive Discriminant Analysis of Multidisciplinary Approaches to Integrating Mathematics, Science, and Technology Education in the High School.
22p. 1mf. L1 ED 368 936

Natural, Mathematical, and Computer Sciences. Financial Assistance for Study after Standard 10.
78p. 1mf. L1 ED 369 337

Mathematics Instruction

Basic Blueprint Reading.
88p. 1mf. L1 ED 368 984

An In-Service Math Instruction Program for Tutors. Final Report.

A Comparison of the Effectiveness between Computer Aided Drafting and the Traditional Drafting Techniques as Methods of Teaching Pictorial and Multiview Drawings.
23p. 1mf. L1 ED 368 935

Five Years after Graduation: A Follow-Up Study of 1988-89 Graduates/Certificate Holders.
22p. 1mf. L1 ED 369 467

Follow-Up Survey, Graduates of 1992-93.
39p. 1mf. L1 ED 369 471

A Forum To Examine Policy and Practice Issues Surrounding the Annual Evaluation of Program Effectiveness (Alexandria, Virginia, August 2-3, 1993). Project FORUM.
44p. 1mf. L1 ED 369 246

GAIN: Basic Education in a Welfare-to-Work Program. California's Greater Avenues for Independence Program.
257p. 3mf. L1 ED 368 915

Grad 1, 3, and 5: A Longitudinal Comparison of Graduate Follow-Up Studies.
46p. 1mf. L1 ED 369 470

How Well Are Youth with Disabilities Really Doing? A Comparison of Youth with Disabilities and Youth in General. A Report from the National Longitudinal Transition Study of Special Education Students.
103p. 2mf. L1 ED 369 233

Implementation of Alternative Methods for Making Educational Accountability Decisions for Students with Disabilities. Synthesis Report 12.
32p. 1mf. L1 ED 369 230

Implications of Outcomes-Based Education for Children with Disabilities. Synthesis Report 6.
13p. 1mf. L1 ED 369 227

Matching State Goals to a Model of School Completion Outcomes and Indicators. Technical Report 9.
149p. 2mf. L1 ED 369 229

National Action Plan for the Education of Girls, 1993-97.
47p. 0mf. L3 ED 369 672

Prison Education and Offender Behavior: A Review of the Scientific Literature. Prision Education Research Project: Report 1.
25p. 1mf. L1 ED 369 677

Secondary School Students Classified as Seriously Emotionally Disturbed: How Are They Being Served?
46p. 1mf. L1 ED 369 232

Three Years after Graduation: Survey of 1990-91 Graduates and Certificate Holders.
20p. 1mf. L1 ED 369 469

Variables Affecting Itinerant Model Service Delivery in Rural Settings.
39p. 1mf. L1 ED 369 609

Outdoor Education

Multiculturalism: Implications for Outdoor and Conservation Educators.
39p. 1mf. L1 ED 369 584

The Suburbanization of America and the Future of Hunting and Fishing: How To Get People Back in Touch with the Land, or, Rurbanites: The Problem of Keeping Two Roosters in the Same Henhouse.
19p. 1mf. L1 ED 369 583

Outreach Programs

Gay Teens at Risk. Fastback 357.
37p. 1mf. L1 ED 368 996

Pacific Americans

15p. 1mf. L1 ED 369 098

Education of Teachers in Field Settings: A Case Study.
11p. 1mf. L1 ED 369 753

Images of the Foundations.
109p. 2mf. L1 ED 369 661

Improved Science Content for Pre-Service Teachers: Modeling of Teaching Strategies Based on Current Science Education Reform Literature.
18p. 1mf. L1 ED 369 647

Improving Teacher Education through International Cooperation and Partnership.
21p. 1mf. L1 ED 369 479

Integrated Teaching Units: Focusing an Elementary Methods Block Program on Social Studies and Science.
25p. 1mf. L1 ED 369 680

Linking High Quality Teacher Preparation to Fundamental School Reform: The Philanthropic Role. A Report on a Consultation Sponsored by the BellSouth Foundation (Memphis, Tennessee, April 21, 1993).
32p. 1mf. L1 ED 369 750

Multi-University Consortium for Teacher Training: A Model for Pre-Service Training in Rural Areas.
6p. 1mf. L1 ED 369 615

National Network for Educational Renewal: Partner School Directory.
154p. 2mf. L1 ED 369 729

Planning a TEFL Education Program: Policies, Perspectives and Promise.
27p. 1mf. L1 ED 369 281

"Process vs. Product" in Language Teacher Education - Shifting the Focus of Course Design.
19p. 1mf. L1 ED 369 283

Reform and Early Childhood Education: Making Teacher Preparation Professional and Relevant.
25p. 1mf. L1 ED 369 516

The Socialization Process of Student Teachers: A Descriptive Study.
44p. 1mf. L1 ED 369 745

Teacher Shortages and Surpluses in New York State: Perceptions of Rural Teaching Candidates and Administrators.
53p. 1mf. L1 ED 369 643

Teachers Teaching Teachers: The Art of Working Together and Sharing.
12p. 1mf. L1 ED 369 616

Using Feedback and Reflection as Tools in Bridging the Theory-Practice Link in Language Teacher Training at the Primary Level.
17p. 1mf. L1 ED 369 282

Pretend Play

Encouraging Symbolic Play in Young Children: A Guide for Developing Creative and Imaginative Experiences.
63p. 1mf. L1 ED 369 551

Prevention

The Influence of Lead Exposure and Toxicity to Children's Neurological Development and School Performance.
10p. 1mf. L1 ED 369 630

Mediating Influences on Serum Lipids among Postmenopausal Women.
19p. 1mf. L1 ED 369 740

An Overview of the Issues Surrounding Faculty Burnout.
20p. 1mf. L1 ED 369 373

Research and Intervention. Preventing Substance Abuse in Higher Education.
129p. 2mf. L1 ED 369 345

Questionnaires

Conference Program Analysis. Technology Education Division.
6p. 1mf. L1 ED 368 934

Racial Attitudes

Changing Classroom Cultures: Anti-Racism, Politics and Schools.
168p. 0mf. L3 ED 369 180

Racial Bias

Bigotry, Prejudice, and Hatred: Definitions, Causes, and Solutions. Contemporary Issues Series.
243p. 0mf. L3 ED 369 874

Changing Classroom Cultures: Anti-Racism, Politics and Schools.
168p. 0mf. L3 ED 369 180

Racial Composition

Asian and Pacific Americans in Higher Education.
20p. 1mf. L1 ED 369 011

Teacher Education Pipeline III: Schools, Colleges, and Departments of Education Enrollments by Race, Ethnicity, and Gender.
103p. 2mf. L1 ED 369 780

Racial Discrimination

Racism in Schools--New Research Evidence.
66p. 0mf. L3 ED 369 872

Racial Factors

The Culture of School Violence.
13p. 1mf. L1 ED 369 730

Rating Scales

Environments. Annotated Bibliography of Tests.
82p. 1mf. L1 ED 369 828

Reading

The Roots of Reading: Preserving the Heritage of a Profession through Oral History Projects.
23p. 1mf. L1 ED 369 072

Reading Ability

NAEP 1992--Reading Report Card for the Nation and the States: Data from the National and Trial State Assessments.
323p. 4mf. L1 ED 369 067

NAEP 1992--Reading State Report for Colorado: The Trial State Assessment at Grade 4.
205p. 3mf. L1 ED 369 068

Reading Achievement

The Effect of Reading Aloud on a Child's Success in First Grade.
32p. 1mf. L1 ED 369 046

Eighth Grade Reading Improvement with CNN Newsroom and "USA Today."
67p. 1mf. L1 ED 369 041

Life Stress and Reading Comprehension Test Scores in the Middle School Student.
42p. 1mf. L1 ED 369 057

NAEP 1992--Reading Report Card for the Nation and the States: Data from the National and Trial State Assessments.
323p. 4mf. L1 ED 369 067

NAEP 1992--Reading State Report for Colorado: The Trial State Assessment at Grade 4.
205p. 3mf. L1 ED 369 068

31p. 1mf. L1 ED 369 437

Expanding Horizons in Business Education. National Business Education Association Yearbook, No. 32.
185p. 2mf. L2 ED 368 961

Literacy on the Cafeteria Line: Evaluation of the Skills Enhancement Training Program.
83p. 1mf. L1 ED 368 933

Tech Prep: A Strategy for School Reform. Fastback 363.
39p. 1mf. L1 ED 368 896

The Virtual Curriculum: Computer-Assisted Curriculum Development.
16p. 1mf. L1 ED 369 451

Work Based Learning and Higher Education in the USA.
44p. 1mf. L1 ED 369 316

School Community Relationship

Back from the Future: Community Demands Reshape a College.
18p. 1mf. L1 ED 369 458

Business-Education Partnerships: Developing a Collaborative Relationship with Business and Community.
31p. 1mf. L1 ED 369 169

Community of the Twenty-First Century.
23p. 1mf. L2 ED 369 482

Contemporary Campus Issues.
10p. 1mf. L1 ED 369 425

Ensuring Student Success through Collaboration. Bulletin No. 94076.
72p. 1mf. L1 ED 369 155

Infusing Rural School-Community Partnerships into Transition Components of Individualized Education Plans: Processes and Outcomes.
9p. 1mf. L1 ED 369 620

Methods To Increase the Number of Successful Transfers between Programs by Students in Adult Literacy Programming. A Research Report.
110p. 2mf. L1 ED 368 853

Moving Teaching and Learning into the Twenty-first Century through Community-Based Programming.
18p. 1mf. L1 ED 369 439

School-Linked Services.
5p. 1mf. L1 ED 369 575

Schools at the Crossroads: Which Way to Educational Excellence?
32p. 1mf. L1 ED 369 162

School Counseling

Synopsis of a Descriptive Study of School-Based Adolescent Suicide Prevention/Intervention Programs: Program Components and the Role of the School Counselor.
25p. 1mf. L2 ED 369 017

School Counselors

Synopsis of a Descriptive Study of School-Based Adolescent Suicide Prevention/Intervention Programs: Program Components and the Role of the School Counselor.
25p. 1mf. L2 ED 369 017

Training School and Rehabilitation Counselors To Provide Cooperative Transition Services.
6p. 1mf. L1 ED 369 638

School Demography

Asian and Pacific Americans in Higher Education.
20p. 1mf. L1 ED 369 011

GAIN in the Community Colleges: A Report on the 1992-93 Survey on GAIN Participants and Funding.
21p. 1mf. L1 ED 369 465

143p. 2mf. L1 ED 368 971

Presentation Skills.
54p. 1mf. L1 ED 368 972

S.T.A.R. Junior First Aid. An Easy-To-Read Manual for Children and Adults. Revised Edition.
44p. 0mf. L3 ED 369 777

Skills for Tomorrow. Workplace Skills Project. DACUM Charts.
38p. 1mf. L1 ED 368 988

Skilled Occupations

Apprenticeship Reference Guide. Third Edition.
99p. 2mf. L1 ED 368 864

Small Businesses

A Business Advisor's Guide to Counseling Theories.
15p. 1mf. L1 ED 369 008

European Seminar: "New Training Models and Strategies for SMEs in Europe" (Valencia, Spain, October 4-5, 1993).
17p. 1mf. L1 ED 368 912

Small Group Instruction

More than the Sum of the Parts: Using Small Group Learning in Adult Basic and Literacy Education. A 353 Special Demonstration Project.
90p. 1mf. L1 ED 368 905

Observations of Instructional Time in Kindergarten Classrooms: Suggestions for Improvement.
13p. 1mf. L1 ED 369 522

Teaching Writing with Small Groups.
26p. 1mf. L1 ED 369 290

Smoking

A Study To Explore the Inter-Relationships among Factors Affecting Substance Abuse of Secondary School Students.
29p. 1mf. L1 ED 369 010

Social Adjustment

Social Skills, Birth - Age 9. Annotated Bibliography of Tests.
70p. 1mf. L1 ED 369 835

Social Attitudes

Codependency: Innovation or Status Quo?
17p. 1mf. L1 ED 369 021

Images of the Foundations.
109p. 2mf. L1 ED 369 661

Social Behavior

Behavior Rating Scales, Grade 7 and Above. Annotated Bibliography of Tests.
58p. 1mf. L1 ED 369 840

Social Skills Diagnostic Screen Administration Manual.
58p. 1mf. L1 ED 369 569

Social Skills, Grade 4 and Above. Annotated Bibliography of Tests.
81p. 1mf. L1 ED 369 836

A Study To Identify and Measure Desirable Student Social Outcomes.
67p. 1mf. L1 ED 369 570

Social Bias

Equity Issues in the Multicultural British Education System: Focus on a Group of Working Class Students That Reject the Limited Educational Opportunities in the Education System.
13p. 1mf. L1 ED 369 696

Prototype Matching and Striving for Future Selves: Information Management Strategies in the Transition to College.
35p. 1mf. L1 ED 369 328

Student Intentions: 'Why They Say They Come and Why They Say They Go...Preliminary Report.
11p. 1mf. L1 ED 369 455

Student Costs

The Impact of Rising Tuition on the Low Income and Minority Populations of Arizona.
19p. 1mf. L1 ED 369 433

Student Developed Materials

Exploring the Past. "A Senior Literacy Model." Final Report.
74p. 1mf. L1 ED 368 876

On the Write Track. A 353 Special Project. Final Report.
107p. 2mf. L1 ED 368 882

Student Development

Coaching for Accomplishment. Project APIP.
21p. 1mf. L1 ED 369 213

Correcting Impaired Student Self-Concepts: An Instructional Leadership Strategy for Teachers and Principals.
23p. 1mf. L1 ED 369 765

The Effect of Class Size on Achievement and Retention in the Primary Grades: Implications for Policy Makers.
37p. 1mf. L1 ED 369 172

Excel: An Intensive and Structured Program of Advising and Academic Support To Assist Minority Freshmen To Succeed at a Large State University.
37p. 1mf. L1 ED 369 375

The P-12 Experience of Students: In What Ways Can It Be a Quality Experience?
25p. 1mf. L1 ED 369 158

The Socialization Process of Student Teachers: A Descriptive Study.
44p. 1mf. L1 ED 369 745

Student Motivation.
5p. 1mf. L1 ED 369 142

To Retain or Not? There Is No Question.
26p. 1mf. L1 ED 369 177

Student Educational Objectives

Academic Interest. Annotated Bibliography of Tests.
38p. 1mf. L1 ED 369 809

Differential Aptitude Test: A Data Source for Reinforcement of Educational/Occupational Choices for Special Population Enrollees.
18p. 1mf. L1 ED 368 901

Student Evaluation

Alternative Assessment Measures in Adult Basic Education Programs (Adult Informal Measures: AIM).
107p. 2mf. L1 ED 368 865

Analyzing Teacher Judgments with the Rasch Model: Their Contribution to the Construction of Continua to Assess Literacy Developments in the Early Years of School.
21p. 1mf. L1 ED 369 821

Assessing Learners in Higher Education. Teaching and Learning in Higher Education Series.
165p. 0mf. L3 ED 369 379

Assessment and Decision Making in Two Schools: The Ohio Site. Technical Report No. 596.
32p. 1mf. L1 ED 369 036

Model Standards for Beginning Teacher Licensing and Development: A Resource for State Dialogue. Draft for Comments.
44p. 1mf. L1 ED 369 767

Portfolio Assessment in Teacher Evaluation: A Comparison of the Perspectives of General and Special Education Administrators and Teachers.
14p. 1mf. L1 ED 369 604

Self-Efficacy and Performance Ratings of Preservice Teachers in the Area of Emotional and Behavioral Disorders.
22p. 1mf. L1 ED 369 746

Teacher Exchange Programs

Improving Teacher Education through International Cooperation and Partnership.
21p. 1mf. L1 ED 369 479

Teacher Improvement

Education in America. Opposing Viewpoints.
288p. 0mf. L3 ED 369 850

Teachers Collaboratively Writing about Their Curricular Activism.
19p. 1mf. L1 ED 369 100

Teacher Morale

Texas Teachers, Moonlighting, and Morale, 1980-1994.
29p. 1mf. L1 ED 369 744

Teacher Motivation

Keeping Spirits High: Renewing Our Commitment to Education.
35p. 1mf. L1 ED 369 151

Teacher Orientation

Teacher Induction in Rural and Small School Districts.
7p. 1mf. L1 ED 369 589

Teacher Participation

Collaborative Learning Strategies for the 90s in the Development of Institutional Effectiveness.
10p. 1mf. L1 ED 369 456

Restructuring Schools: Exploring School-Based Management and Empowerment Issues. A National Perspective.
11p. 1mf. L1 ED 369 157

Teacher Placement

Demonstrated Competency and Subject-Specific Endorsement Guidelines.
54p. 1mf. L1 ED 369 758

Status of Teacher Personnel in Utah 1992-1993.
201p. 3mf. L1 ED 369 759

Teacher Promotion

Evaluation of Utah Career Ladder Programs.
160p. 2mf. L1 ED 369 761

Teacher Qualifications

The Bachelor's for Tenure: Analysis and Options. Fourth Draft.
26p. 1mf. L1 ED 369 422

Hiring the Right Next Generation of Faculty.
4p. 1mf. L1 ED 369 444

Teacher Recruitment

Linking High Quality Teacher Preparation to Fundamental School Reform: The Philanthropic Role. A Report on a Consultation Sponsored by the BellSouth Foundation (Memphis, Tennessee, April

Literacy Works, Volume 4, 1992-93.
127p. 2mf. L1 ED 369 306

Peer Tutoring in Adult Basic and Literacy Education. ERIC Digest No. 146.
4p. 1mf. L1 ED 368 891

Staff Development for Volunteers: Distance Education through the Home Study Option.
77p. 1mf. L1 ED 368 866

Tutors

An In-Service Math Instruction Program for Tutors. Final Report.
90p. 1mf. L1 ED 368 879

Literacy Project for Adults with Learning Disabilities.
46p. 1mf. L1 ED 368 881

Participatory Staff Development: Lessons from Peers. Special Demonstration Project. Final Report.
132p. 2mf. L1 ED 368 883

Two Year College Students

The Alabama College System Statistical Profiles, 1992-93.
76p. 1mf. L1 ED 369 466

The Case for National Student Leadership on Community College Issues.
4p. 1mf. L1 ED 369 459

Effective Methods of Recruiting Occupational Students in the North Carolina Community College System.
36p. 1mf. L1 ED 369 460

Garland County Community College Non-Returning Student Survey.
132p. 2mf. L1 ED 369 462

The Impact of Rising Tuition on the Low Income and Minority Populations of Arizona.
19p. 1mf. L1 ED 369 433

Student Intentions: 'Why They Say They Come and Why They Say They Go...Preliminary Report.
11p. 1mf. L1 ED 369 455

Survey Report, 1992-93 Non-Returning Students.
11p. 1mf. L1 ED 369 473

Two Year Colleges

OATYC Journal, 1993-94.
98p. 2mf. L1 ED 369 450

Underachievement

Improving the Reading Skills of Ninth Grade Underachievers by Instilling a Desire To Read.
88p. 1mf. L2 ED 369 038

Undergraduate Study

Any Field of Study. Financial Assistance for Study after Standard 10.
139p. 2mf. L1 ED 369 330

Assessing Learners in Higher Education. Teaching and Learning in Higher Education Series.
165p. 0mf. L3 ED 369 379

Financial Assistance for Study after Standard 10: First Diplomas and Bachelor's Degrees. 1993/1994. Research Finding MN-141.
240p. 3mf. L1 ED 369 329

The Pre-Engineering Curriculum Proceedings of the Annual CSU Conference on Innovation in Engineering Education. (1st, San Jose, California, April 26, 1991).
62p. 1mf. L1 ED 369 378

Statistical Abstract of Higher Education in North Carolina, 1993-94.
279p. 3mf. L1 ED 369 376

The Adult Learner. Training Packet for a Three-Session Workshop. Study of ABE/ESL Instructor Training Approaches.	133p.	2mf.	L1	ED 368 942
Alternative Assessment Measures in Adult Basic Education Programs (Adult Informal Measures: AIM).	107p.	2mf.	L1	ED 368 865
Annual Adult Education Research Conference (AERC) Proceedings (33rd, Saskatoon, Saskatchewan, Canada, May 15-17, 1992). Revised Edition.	389p.	5mf.	L1	ED 368 856
Basic Skills in the Workplace: Practical Guide for Development & Implementation.	275p.	3mf.	L1	ED 368 911
Cooperative Learning for ABE and ESL Classes: Getting Started.	7p.	1mf.	L1	ED 368 862
GAIN: Basic Education in a Welfare-to-Work Program. California's Greater Avenues for Independence Program.	257p.	3mf.	L1	ED 368 915
Helping Learning Disabled Adults through Special Tutorial Techniques. Final Report. 1992-1993.	30p.	1mf.	L1	ED 368 878
Learning Disabilities: Learner-Centered Approaches. Training Packet for a Three-Session Workshop. Study of ABE/ESL Instructor Training Approaches.	273p.	3mf.	L1	ED 368 943
Literacy Project for Adults with Learning Disabilities.	46p.	1mf.	L1	ED 368 881
Mathematics: Strategic Problem Solving. Training Packet for a Two-Session Workshop. Study of ABE/ESL Instructor Training Approaches.	86p.	1mf.	L1	ED 368 944
Monitoring Student Progress. Training Packet for a Two-Session Workshop. Study of ABE/ESL Instructor Training Approaches.	96p.	1mf.	L1	ED 368 945
More than the Sum of the Parts: Using Small Group Learning in Adult Basic and Literacy Education. A 353 Special Demonstration Project.	90p.	1mf.	L1	ED 368 905
On the Write Track. A 353 Special Project. Final Report.	107p.	2mf.	L1	ED 368 882
Peer Tutoring in Adult Basic and Literacy Education. ERIC Digest No. 146.	4p.	1mf.	L1	ED 368 891
Planning for Instruction. Training Packet for a Two-Session Workshop. Study of ABE/ESL Instructor Training Approaches.	102p.	2mf.	L1	ED 368 946
Staff Orientation Manual for Adult Basic and Literacy Education Providers. Final Report.	159p.	2mf.	L1	ED 368 884
Success Stories. Celebration of Achievement.	28p.	1mf.	L1	ED 368 929
Team Learning. Training Packet for a Three-Session Workshop. Study of ABE/ESL Instructor Training Approaches.	132p.	2mf.	L1	ED 368 947
Volunteers and Teachers in the Classroom. Training Packet for a Two-Session Workshop. Study of ABE/ESL Instructor Training Approaches.	75p.	1mf.	L1	ED 368 949
Whole Language Approach. Study of ABE/ESL Instructor Training Approaches.	104p.	2mf.	L1	ED 368 948
Worlds of Literacy. The Language and Education Library 5.	284p.	0mf.	L3	ED 369 307

Two-Way Bilingual Programs in the United States. 1993-1994 Supplement.
96p. 1mf. L1 ED 369 265

The Wisdom Is Now (Project WIN) Final Evaluation Report, 1992-93. OREA Report.
53p. 1mf. L1 ED 369 302

Bilingual Instructional Materials

Quality Child Care for Hispanic Families: Support and Training for Spanish-Speaking Family Day Care Providers. A Survey of Community-Based Organizations.
11p. 1mf. L2 ED 369 513

Bilingualism

How a Bilingual Child Understands Being Bilingual.
21p. 1mf. L1 ED 369 266

Biographical Inventories

Biographical Inventories. Annotated Bibliography of Tests.
55p. 1mf. L1 ED 369 829

Biological Parents

Boysville of Michigan Family Reunification Project. Final Report, May 17, 1989 - June 30, 1991.
17p. 1mf. L1 ED 369 489

Family Reunification Project.
17p. 1mf. L1 ED 369 490

Biological Sciences

Teaching Critical Thinking Skills in Biology.
59p. 1mf. L2 ED 369 655

Biology

Biology Achievement. Annotated Bibliography of Tests.
22p. 1mf. L1 ED 369 794

Black Colleges

Historically Black Colleges and Universities Historic Building Restoration and Preservation Act. Report Together with Dissenting Views To Accompany H.R. 2921 . House of Representatives, 103D Congress, 1st Session.
10p. 1mf. L1 ED 369 353

Black Culture

Curriculum Diversity Competitive Grants Project: An Evaluation.
30p. 1mf. L1 ED 369 865

Black Students

Cognitive-Behavioral Therapy: Applications for African-American Middle School At-Risk Students.
25p. 1mf. L1 ED 369 859

The Culture of School Violence.
13p. 1mf. L1 ED 369 730

Black Studies

African American Studies Programs.
36p. 1mf. L1 ED 369 864

Blacks

African-American Women and Doctoral Study: Three Case Studies.
14p. 1mf. L1 ED 369 737

Evening the Odds: Taking Action for Kentucky's African American Children and Their Families.
77p. 1mf. L1 ED 369 848

Bibliography of Tests.
123p. 2mf. L1 ED 369 797

Cognitive Development

Chemistry Problem-Solving Abilities: Gender, Reasoning Level and Computer-Simulated Experiments.
25p. 1mf. L1 ED 369 656

Developing Reflective Judgment: Understanding and Promoting Intellectual Growth and Critical Thinking in Adolescents and Adults. Jossey-Bass Higher and Adult Education Series and Jossey-Bass Social and Behavioral Science Series.
323p. 0mf. L3 ED 368 925

Educare in Europe. Report of the European Child Care Conference (Copenhagen, Denmark, October 1992).
152p. 2mf. L1 ED 369 519

Motor Learning in Childhood Education: Curricular, Compensatory, Cognitive.
197p. 0mf. L3 ED 369 553

Theories of Cognitive Development and the Teaching of Argumentation in First-Year Composition.
15p. 1mf. L1 ED 369 094

Cognitive Mapping

Comparison of Familial and Cognitive Factors Associated with Male and Female Self-Esteem.
19p. 1mf. L1 ED 369 022

Cognitive Processes

Cognitive-Behavioral Therapy: Applications for African-American Middle School At-Risk Students.
25p. 1mf. L1 ED 369 859

Prenatal Exposure to Drugs/Alcohol: Characteristics and Educational Implications of Fetal Alcohol Syndrome and Cocaine/Polydrug Effects.
126p. 0mf. L3 ED 369 238

Cognitive Restructuring

Psychology of Learning for Instruction.
409p. 0mf. L3 ED 369 772

Cognitive Style

Sociocognitive Conflict in Peer-Led and Teacher-Led Discussions of Literature. Reading Research Report No. 12.
50p. 1mf. L1 ED 369 069

Cognitive Tests

Behavior Rating Scales, Grade 7 and Above. Annotated Bibliography of Tests.
58p. 1mf. L1 ED 369 840

Culture-Fair Tests. Annotated Bibliography of Tests.
33p. 1mf. L1 ED 369 805

Piagetian Measures. Annotated Bibliography of Tests.
29p. 1mf. L1 ED 369 796

Scholastic Aptitude and Mental/Cognitive Ability. Annotated Bibliography of Tests.
123p. 2mf. L1 ED 369 797

Collective Bargaining

Bilingual Information Processing--Autonomous Learning and Cross-Cultural Negotiating--the European Monetary Union Project at Aston University.
10p. 1mf. L1 ED 369 263

Managing the Industrial Labor Relations Process in Higher Education.

227p. 3mf. L2 ED 369 574

Contraception

Five Hundred Questions Kids Ask about Sex and Some of the Answers: Sex Education for Parents, Teachers and Young People Themselves.
212p. 0mf. L3 ED 369 552

Contracts

State University of New York Health Science Center at Brooklyn: Selected Contracting and Expenditure Controls. Report 93-S-50.
30p. 1mf. L1 ED 369 361

Control Groups

The Use of Control in Non-Randomized Designs.
10p. 1mf. L1 ED 369 815

Controversial Issues (Course Content)

Mr. Stinson's Vietnam: Moral Ambiguity in the History Classroom. Teaching Cases in Cross-Cultural Education, No. 11.
30p. 1mf. L1 ED 369 701

Cooks

Literacy on the Cafeteria Line: Evaluation of the Skills Enhancement Training Program.
83p. 1mf. L1 ED 368 933

Cooperating Teachers

School/University Partnerships and the UNI Teaching Associates Cadre Model: Professional Benefits to PreK-12 Educators.
28p. 1mf. L1 ED 369 728

Cooperation

Chapter 1: Creating Opportunities for Success through Replacement Services. Chapter 1 Replacement Class Collaborative Teaming and Intensive Teaching Time. A Model for Student Success in Newark City Schools.
28p. 1mf. L1 ED 369 863

Collaboration in Assessment: Empowering the Individual Course Member.
14p. 1mf. L1 ED 369 275

Creativity and Collaborative Learning: A Practical Guide to Empowering Students and Teachers.
432p. 0mf. L3 ED 369 547

A Joint Enterprise with America's Families To Ensure Student Success.
25p. 1mf. L2 ED 369 568

Teachers Collaboratively Writing about Their Curricular Activism.
19p. 1mf. L1 ED 369 100

Cooperative Education

Business-Education Partnerships: Developing a Collaborative Relationship with Business and Community.
31p. 1mf. L1 ED 369 169

Cooperative Learning

Cooperative Learning for ABE and ESL Classes: Getting Started.
7p. 1mf. L1 ED 368 862

Creativity and Collaborative Learning: A Practical Guide to Empowering Students and Teachers.
432p. 0mf. L3 ED 369 547

He, She and I. T.: Groupwork in a Gender-Sensitive Area.
14p. 1mf. L1 ED 369 486

Improving Education Productivity through a Focus on Learners.

Commerce and Administration. Financial Assistance for Study after Standard 10.
71p. 1mf. L1 ED 369 332

Engineering. Financial Assistance for Study after Standard 10.
73p. 1mf. L1 ED 369 331

Human Sciences, Languages, and Education. Financial Assistance for Study after Standard 10.
92p. 1mf. L1 ED 369 334

Medical and Related Fields. Financial Assistance for Study after Standard 10.
61p. 1mf. L1 ED 369 338

Natural, Mathematical, and Computer Sciences. Financial Assistance for Study after Standard 10.
78p. 1mf. L1 ED 369 337

Statistical Abstract of Higher Education in North Carolina, 1993-94.
279p. 3mf. L1 ED 369 376

Delinquent Rehabilitation

Mentoring in the Juvenile Justice System: Findings from Two Pilot Programs.
94p. 1mf. L2 ED 369 024

Delivery Systems

The Children's Mental Health Integrated Fund: A Preliminary Report.
158p. 2mf. L1 ED 369 222

An Integrated Children's Mental Health System: Coordinating the Needs of Children with Multiple Problems: Children's Integrated Fund Task Force Report to the Minnesota Legislature..
122p. 2mf. L1 ED 369 223

Making Government Work: Electronic Delivery of Federal Services.
188p. 2mf. L1 ED 369 405

Democracy

Democracy and Education, Students and Schools.
32p. 1mf. L1 ED 369 173

Life in a Democratic Society: A Primary School Civics Course for Poland.
60p. 1mf. L1 ED 369 683

Democratic Values

Democracy and Education, Students and Schools.
32p. 1mf. L1 ED 369 173

Life in a Democratic Society: A Primary School Civics Course for Poland.
60p. 1mf. L1 ED 369 683

Demonstration Centers

National Tech Prep Demonstration Center Annual Performance Report.
82p. 1mf. L1 ED 369 430

Demonstration Programs

The Systematic Inclusive Preschool Education Model for Children with Severe Disabilities. Final Report.
125p. 2mf. L1 ED 369 221

Using a Project Portfolio: Empowerment Evaluation for Model Demonstration Projects.
14p. 1mf. L1 ED 369 209

Department Heads

Part-Time Faculty: Here Today, Not Gone Tomorrow, or Professional Development of Part-Time Faculty and the Changing

18p. 1mf. L1 ED 369 458
Best Practices Statements for School and Systemic Development.
20p. 1mf. L1 ED 369 160
Contemporary Campus Issues.
10p. 1mf. L1 ED 369 425
Continuous Assessment and Monitoring of Preschool Progress.
34p. 1mf. L1 ED 369 542
Education in Indiana: An Overview. Special Report.
129p. 2mf. L1 ED 369 137
Improving Education Productivity through a Focus on Learners.
14p. 1mf. L1 ED 369 174
National Report on Schooling in Australia, 1991.
185p. 2mf. L1 ED 369 666
A Primer to the Outstanding Schools Act.
25p. 1mf. L1 ED 369 165
Program Evaluation Models for Science Education: A Synthesis of Literature Sources.
16p. 1mf. L1 ED 369 653
A Quality System for Education: Using Quality and Productivity Techniques To Save Our Schools.
239p. 0mf. L3 ED 369 421
Questions of Quality: in Europe and Beyond. Higher Education Report No. 1.
62p. 1mf. L2 ED 369 343
Teacher Education Follow-up Study, 1994.
26p. 1mf. L1 ED 369 766
Total Quality Management Handbook: Applying the Baldrige Criteria to Schools.
80p. 1mf. L1 ED 369 138
Educational Attainment

The State of Human Capital in the U.S. South: 1980-90.
44p. 1mf. L1 ED 369 642
Educational Attitudes

The Challenge of Detracking: A Collection.
296p. 4mf. L2 ED 369 573
Parent Involvement: A Survey of Proficiencies of Principals and Teachers.
35p. 1mf. L1 ED 369 556
Research Summary: Year Round Schools May Not Be the Answer.
18p. 1mf. L1 ED 369 548
A Study of Attitudes & Behavior Regarding Children's Education. The Third PTA National Education Survey.
185p. 2mf. L1 ED 369 537
Educational Change

All Children Can Learn: Chile's 900 Schools Programme for the Underprivileged. Education for All: Making It Work.
34p. 1mf. L1 ED 369 535
The Challenge of Detracking: A Collection.
296p. 4mf. L2 ED 369 573
Changing American Education. Recapturing the Past or Inventing the Future?
431p. 0mf. L3 ED 369 851
Chicago School Reform: The Nature and Origin of Basic Assumptions. Research and Policy Analysis Series No. 7.
73p. 1mf. L1 ED 369 870
Educare in Europe. Report of the European Child Care Conference (Copenhagen, Denmark, October 1992).
152p. 2mf. L1 ED 369 519
Educating the Entire Person.
105p. 2mf. L1 ED 369 523
Education in America. Opposing Viewpoints.

Trends and Issues in English Instruction, 1993--Six Summaries. Summaries of Informal Annual Discussions of the Commissions of the National Council of Teachers of English.
18p. 1mf. L1 ED 369 083

Trends and Issues in English Instruction, 1994--Six Summaries. Summaries of Informal Annual Discussions of the Commissions of the National Council of Teachers of English.
12p. 1mf. L1 ED 369 084

Educationally Disadvantaged

At-Risk Students: Portraits, Policies, Programs, and Practices.
440p. 0mf. L3 ED 369 849

Beyond the Dead-End Alley of Mass Education.
109p. 0mf. L3 ED 369 873

Chapter 1: Creating Opportunities for Success. Strengthening Instruction for At-Risk Students through In-Class Services.
27p. 1mf. L1 ED 369 847

A Community Development Approach to Early Childhood Educare Intervention in Disadvantaged Communities.
15p. 1mf. L1 ED 369 496

HIPPY: Home Instruction Program for Preschool Youngsters. Proceedings of the HIPPY International Research Seminar (1st, Jerusalem, Israel, December 16-19, 1991).
48p. 1mf. L1 ED 369 481

Reflections on Teaching at the "Margins": Reconceptualizing Multicultural Education.
109p. 2mf. L1 ED 368 906

School-To-Work: Opportunity or Barrier? ASPIRA Issue Brief.
9p. 1mf. L2 ED 369 852

Special Strategies for Educating Disadvantaged Children. Urban and Suburban/Rural. First Year Report.
343p. 4mf. L1 ED 369 854

Efficiency

Improving Education Productivity through a Focus on Learners.
14p. 1mf. L1 ED 369 174

Egocentrism

Trait Ambiguity and Controllability in Evaluations of Self and Others.
11p. 1mf. L1 ED 369 028

Electronic Classrooms

Hands-On Instruction in an Electronic Classroom. A Final Report to the U.S. Dept. of Education of a Research and Development Grant Awarded To Establish a Fully-Equipped Electronic Training Room and Test the Effectiveness of Hands-On Instruction in Learning the NOTIS OPAC and Silver-Platter ERIC.
109p. 2mf. L1 ED 369 391

Electronic Equipment

Division of High Schools: Public Law 100.297 (Formerly 89-313): Instructional Support Program, 1992-93. OREA Evaluation Report.
26p. 1mf. L1 ED 369 211

Electronic Mail

Boys, Girls, and E-Mail: A Case Study in Finnish Senior Secondary Schools. Research Report 110.
134p. 2mf. L1 ED 369 383

The Multicultural E-Mail of High School-College Collaboration.
6p. 1mf. L1 ED 369 101

Electronic Publishing

"Droit d'Auteur," "Copyright" and Neighboring Rights at the

Recruitment and Retention of Minority Teachers in Vocational Education. ERIC Digest No. 144.
4p. 1mf. L1 ED 368 889

Status of Teacher Personnel in Utah 1992-1993.
201p. 3mf. L1 ED 369 759

Faculty Publishing

Writing for Publication: Are Junior Faculty Prepared?
8p. 1mf. L1 ED 369 374

Family (Sociological Unit)

Violence and Hate in the Family and Neighborhood: New Perspectives, Policy and Programs.
422p. 5mf. L1 ED 369 536

Family Characteristics

American Families: Not Just Leave It to Beaver.
16p. 1mf. L1 ED 369 103

Family Counseling

Boysville of Michigan Family Reunification Project. Final Report, May 17, 1989 - June 30, 1991.
17p. 1mf. L1 ED 369 489

Family Reunification Project.
17p. 1mf. L1 ED 369 490

A Family Systems Approach to the Problem of Truancy.
16p. 1mf. L1 ED 369 030

Full Circle Program's Family Consulting Services.
16p. 1mf. L1 ED 369 488

Intensive Family-Based Services Program: A Supportive Alternative to Out-of-Home Placement for Troubled Children and Their Families.
9p. 1mf. L1 ED 369 629

Family Day Care

Active Learning in a Family Day Care Setting.
176p. 0mf. L3 ED 369 544

Focus on Child Care Initiatives Fund Project = Point de Mire sur les projets de la Caisse d'aide aux projets en matiere de garde des enfants.
101p. 2mf. L2 ED 369 505

National Statement on Quality Child Care (Enonce de principe national sur la qualite dans les services de garde).
65p. 1mf. L2 ED 369 504

Quality Child Care for Hispanic Families: Support and Training for Spanish-Speaking Family Day Care Providers. A Survey of Community-Based Organizations.
11p. 1mf. L2 ED 369 513

Family Environment

Environments. Annotated Bibliography of Tests.
82p. 1mf. L1 ED 369 828

Family Health

An Action Blueprint for Business: Forging New Partnerships To Make a Difference in Maternal and Child Health. Highlights of the Corporate Summit for Children (Washington, D.C., April 29-30, 1992).
69p. 1mf. L2 ED 369 559

Family Income

Ensuring Income Security. Next Steps for Children and Families. Implementation Guide Series.

20p. 1mf. L1 ED 369 814

Guidance Centers

Counseling Service Intakes and Brief Treatment: From Assessment to Outcome.
9p. 1mf. L1 ED 369 009

Guidance Programs

Gay Teens at Risk. Fastback 357.
37p. 1mf. L1 ED 368 996

Hawaiians

Performance-Based Identification of Culturally Diverse Gifted Students: A Pilot Study.
12p. 1mf. L1 ED 369 249

Head Injuries

Community-Based Employment Following Traumatic Brain Injury.
292p. 4mf. L1 ED 369 241

Health Education

AIDS Administration Public and Professional Education and Training Programs. 1992 Annual Report to the Governor and General Assembly of Maryland.
49p. 1mf. L1 ED 369 739

Causal Attributions for Health and Illness: A Cross-Cultural Contribution.
5p. 1mf. L1 ED 369 018

Causal Attributions for Health and Illness: Some Predictor Variables.
5p. 1mf. L1 ED 369 019

Children for Health.
185p. 2mf. L1 ED 369 510

Directory of Child-to-Child Activities Worldwide.
69p. 1mf. L1 ED 369 549

Early Childhood Health Promotion Project (October 1989 - June 1993). Final Report.
235p. 3mf. L1 ED 369 503

First Aid: Helping Yourself, Helping Others. Student Workbook. Health Promotion for Adult Literacy Students: An Empowering Approach.
65p. 1mf. L1 ED 368 951

Health Insurance: The Facts You Need. Student Workbook. Health Promotion for Adult Literacy Students: An Empowering Approach.
39p. 1mf. L1 ED 368 953

Health/Home Economics Classroom Activities for Secondary Schools. Schools in an Aging Society.
108p. 2mf. L1 ED 369 775

Home Economics Tests. Annotated Bibliography of Tests.
31p. 1mf. L1 ED 369 789

Instructional Strategies for Implementing Ethics Instruction in Health Education Courses.
5p. 1mf. L2 ED 369 741

Kansas Quality Performance Accreditation (QPA): A Resource Guide for Addressing Outcome 8.
15p. 1mf. L1 ED 369 001

Nutrition: Eating for Better Health. Student Workbook. Health Promotion for Adult Literacy Students: An Empowering Approach.
57p. 1mf. L1 ED 368 954

S.T.A.R. Junior First Aid. An Easy-To-Read Manual for Children and Adults. Revised Edition.
44p. 0mf. L3 ED 369 777

Sexual Abuse: Facts for Discussion, Prevention, and Management. Student Workbook. Health Promotion for Adult Literacy Students:

86p. 1mf. L1 ED 369 252

Tertiary Students' Perceptions of Important Events That Occur in Their Learning Environments.
35p. 1mf. L1 ED 369 749

Using Paraeducators Effectively in the Classroom. Fastback 358.
34p. 1mf. L1 ED 369 732

Instructional Improvement

Improve the Quality of Instruction through Interdisciplinary Internationally Oriented Faculty Resource Teams.
105p. 2mf. L1 ED 369 309

The Pre-Engineering Curriculum Proceedings of the Annual CSU Conference on Innovation in Engineering Education. (1st, San Jose, California, April 26, 1991).
62p. 1mf. L1 ED 369 378

Turning Points: Books and Reports that Reflected and Shaped U.S. Education, 1749-1990s.
17p. 1mf. L1 ED 369 695

Using Faculty Peers To Improve Instruction in Diversified College Classrooms.
20p. 1mf. L1 ED 369 733

Instructional Innovation

Deaf Education Using Interactive Television.
19p. 1mf. L1 ED 369 598

Sustaining Innovation in Teaching and Learning.
4p. 1mf. L1 ED 369 446

Instructional Materials

English Literacy for LEP Students. Annotated Bibliography, Task 6.
85p. 1mf. L1 ED 369 301

Fostering Peace: A Comparison of Conflict Resolution Approaches for Students (K-12).
35p. 1mf. L2 ED 368 993

Learning with Rods: One Account.
54p. 1mf. L1 ED 369 284

Militarism Versus Development. Teaching Global Issues.
10p. 1mf. L1 ED 369 674

Passing It On--Folk Artists and Education in Cumberland County, New Jersey.
202p. 3mf. L1 ED 369 671

Instructional Systems

Software Buyer's Guide. 1993 Edition.
74p. 1mf. L1 ED 368 903

Integrated Activities

Integrating Technology in Secondary Schools.
5p. 1mf. L2 ED 369 150

Integrated Curriculum

Integrating Technology in Secondary Schools.
5p. 1mf. L2 ED 369 150

Integrating the Curricula: A Collection.
216p. 3mf. L2 ED 369 572

Multivariate and Descriptive Discriminant Analysis of Multidisciplinary Approaches to Integrating Mathematics, Science, and Technology Education in the High School.
22p. 1mf. L1 ED 368 936

Tech Prep: A Strategy for School Reform. Fastback 363.
39p. 1mf. L1 ED 368 896

Integrity

A Practical Guide to Effective Site-Based Management.
208p. 0mf. L3 ED 369 140

Leadership Styles

Educational Leaders: Professionals or Moral-Social Agents.
14p. 1mf. L1 ED 369 182

Gender and the Perception of the Community College President's Leadership.
277p. 0mf. L3 ED 369 431

Overcoming Barriers in the Use of Adaptive and Assistive Technology in Special Education.
9p. 1mf. L1 ED 369 633

Leadership Training

Establishing Partnerships among Women Executives in Rural School Districts.
6p. 1mf. L1 ED 369 628

Evaluating An Educational Leadership Doctoral Program: Results of a Focus Group Simulation for Educational Leadership Doctoral Students.
22p. 1mf. L1 ED 369 363

Moving Teaching and Learning into the Twenty-first Century through Community-Based Programming.
18p. 1mf. L1 ED 369 439

Voices from the Future: Students Speak Out on America's Emerging Leadership Crisis: Results of a Survey of "Century III Leaders," Scholarship Winning High School Seniors, and High School Seniors Nationwide.
132p. 2mf. L1 ED 369 170

Learner Controlled Instruction

Improving Education Productivity through a Focus on Learners.
14p. 1mf. L1 ED 369 174

Learning

Children's Nutrition and Learning. ERIC Digest.
3p. 1mf. L1 ED 369 579

The Influence of Minimum Competency Tests on Teaching and Learning.
33p. 1mf. L1 ED 369 820

Learning Activities

Active Learning in a Family Day Care Setting.
176p. 0mf. L3 ED 369 544

From Play Activity toward Learning Activity: Developmental Perspectives in Early Childhood Education.
17p. 1mf. L1 ED 369 477

Health/Home Economics Classroom Activities for Secondary Schools. Schools in an Aging Society.
108p. 2mf. L1 ED 369 775

Learner Support Strategies: An Integrated Approach.
30p. 1mf. L1 ED 369 463

Positive Approaches: A Sexuality Guide for Teaching Developmentally Disabled Persons.
112p. 2mf. L2 ED 369 215

Resource Rooms for Children: An Innovative Curricular Tool. ERIC Digest.
3p. 1mf. L1 ED 369 576

What Have You Learned? Co-Constructing the Meaning of Time.
25p. 1mf. L1 ED 369 484

Learning Disabilities

College As a Transition Option for Students with Learning Disabilities.

90p. 1mf. L1 ED 368 879

Math Lab.
51p. 1mf. L1 ED 368 985

Math on the Job.
68p. 1mf. L1 ED 368 986

Pre-blueprint Math.
88p. 1mf. L1 ED 368 987

Mathematics Skills

The Meridian Partnership: A Model Workplace Literacy Project and Development Unit. Internal Evaluation Report, Final Report.
67p. 1mf. L1 ED 369 429

Mathematics Tests

Algebra Tests. Annotated Bibliography of Tests.
31p. 1mf. L1 ED 369 792

Basic Skills. Annotated Bibliography of Tests.
70p. 1mf. L1 ED 369 793

Geometry. Annotated Bibliography of Tests.
38p. 1mf. L1 ED 369 785

The Influence of Minimum Competency Tests on Teaching and Learning.
33p. 1mf. L1 ED 369 820

Measures (Individuals)

Testing and Assessment in Vocational Education. Background Paper.
127p. 2mf. L1 ED 368 908

Media Adaptation

Whole Language Approach. Study of ABE/ESL Instructor Training Approaches.
104p. 2mf. L1 ED 368 948

Media Selection

An Introduction to Numeracy Teaching.
115p. 2mf. L1 ED 368 913

Participatory Staff Development: Lessons from Peers. Special Demonstration Project. Final Report.
132p. 2mf. L1 ED 368 883

Software Buyer's Guide. 1993 Edition.
74p. 1mf. L1 ED 368 903

Turning the Tables: Choose the Videos, Construct the Course.
20p. 1mf. L1 ED 369 270

Media Specialists

Power Teaching; A Primary Role of the School Library Media Specialist. School Library Media Programs: Focus on Trends and Issues No. 14.
171p. 0mf. L3 ED 369 419

Medical Care Evaluation

Health Care Resources: You Are the Consumer. Student Workbook. Health Promotion for Adult Literacy Students: An Empowering Approach.
57p. 1mf. L1 ED 368 952

Medical Education

Medical and Related Fields. Financial Assistance for Study after Standard 10.
61p. 1mf. L1 ED 369 338

Medical Evaluation

ADHD Training Modules for Rural Health Care Providers, Educators and Parents.

Asian and Pacific Americans in Higher Education.
20p. 1mf. L1 ED 369 011

Paraprofessional School Personnel

Career Ladder Approach to Training for Community Facilities Personnel and Paraeducators in the State of North Dakota.
11p. 1mf. L1 ED 369 591

Using Paraeducators Effectively in the Classroom. Fastback 358.
34p. 1mf. L1 ED 369 732

Parent Aspiration

Grade Retention and Parental Aspirations for Students with Learning Disabilities.
9p. 1mf. L1 ED 369 607

Parent Associations

For Our Children: Parents & Families in Education. Results of the National Parent Involvement Summit (April 1992).
20p. 1mf. L1 ED 369 495

Parent Attitudes

Comparison of Familial and Cognitive Factors Associated with Male and Female Self-Esteem.
19p. 1mf. L1 ED 369 022

Grade Retention and Parental Aspirations for Students with Learning Disabilities.
9p. 1mf. L1 ED 369 607

Impediments to a Project-Based and Integrated Curriculum: A Qualitative Study of Curriculum Reform.
34p. 1mf. L1 ED 369 185

A Study of Attitudes & Behavior Regarding Children's Education. The Third PTA National Education Survey.
185p. 2mf. L1 ED 369 537

Parent Child Relationship

Behavior Rating Scales, Grade 7 and Above. Annotated Bibliography of Tests.
58p. 1mf. L1 ED 369 840

Behavior Rating Scales, Grades 4-6. Annotated Bibliography of Tests.
52p. 1mf. L1 ED 369 839

Behavior Rating Scales, Preschool - Grade 3. Annotated Bibliography of Tests.
64p. 1mf. L1 ED 369 838

The Effect of Reading Aloud on a Child's Success in First Grade.
32p. 1mf. L1 ED 369 046

Family Literacy for Parents in Bridge Housing.
30p. 1mf. L1 ED 368 877

Growing: Birth to Three. Piecing It All Together.
29p. 1mf. L1 ED 369 240

The Mother-Daughter Bond.
13p. 1mf. L1 ED 369 000

Toddlers and Their Mothers: Abridged Version for Parents and Educators.
243p. 0mf. L3 ED 369 508

The Universality of Emotional Child Abuse.
19p. 1mf. L1 ED 369 003

Parent Education

A Cooperative Family Literacy Project. Special Demonstration Project.
15p. 1mf. L1 ED 368 875

Even Start Family Literacy Program Evaluation, Oklahoma City

Texas School Survey of Substance Abuse: Grade 4-6, 1990.
29p. 1mf. L1 ED 369 031

Urban School Safety: Strategies of the Great City Schools.
52p. 1mf. L2 ED 369 877

Preventive Medicine

Children for Health.
185p. 2mf. L1 ED 369 510

Prewriting

Prewriting Activities: Focus on the Process of Writing.
9p. 1mf. L1 ED 369 257

Primary Education

Kentucky's Primary Program: A Progress Report.
56p. 1mf. L1 ED 369 517

Principals

Multicultural Sensitivity: A Principal's Reference Guide.
59p. 1mf. L1 ED 369 171

Parent Involvement: A Survey of Proficiencies of Principals and Teachers.
35p. 1mf. L1 ED 369 556

Perceptions of First-Year Elementary Principals in Three Southeastern States Regarding Principal Induction Programs.
31p. 1mf. L1 ED 369 187

Prisoners

Anthology of Inmate Art. Special Demonstration Project.
56p. 1mf. L1 ED 368 873

Kantian Model of Moral Development.
17p. 1mf. L1 ED 369 813

Prison Education and Offender Behavior: A Review of the Scientific Literature. Prision Education Research Project: Report 1.
25p. 1mf. L1 ED 369 677

Privacy

Protecting Privacy in Computerized Medical Information.
168p. 2mf. L1 ED 369 416

Private Agencies

Full Circle Program's Family Consulting Services.
16p. 1mf. L1 ED 369 488

Private Financial Support

George Peabody's (1795-1869) Educational Legacy.
9p. 1mf. L1 ED 369 720

Private School Aid

Access and Affordability: Strategic Financial Perspectives for Independent Schools.
159p. 2mf. L2 ED 369 145

Private Schools

Access and Affordability: Strategic Financial Perspectives for Independent Schools.
159p. 2mf. L2 ED 369 145

Private Sector

Private Sector Rehabilitation: Insurance, Trends & Issues for the 21st Century. A Report on the Mary E. Switzer Memorial Seminar (17th, Washington, D.C., June 2-4, 1993).
82p. 1mf. L1 ED 368 860

Reading Aloud to Others

The Effect of Reading Aloud on a Child's Success in First Grade.	32p.	1mf.	L1	ED 369 046
The Efficacy of Shared Reading with Teens.	12p.	1mf.	L1	ED 369 073
Family Literacy for Parents in Bridge Housing.	30p.	1mf.	L1	ED 368 877
LAP Reading Program: Every Child a Reader. UKERA Occasional Papers #0006.	45p.	1mf.	L1	ED 369 550
A Read Aloud Program That Encourages Parent Participation in Schools.	8p.	1mf.	L1	ED 369 596
Rockin' Readers Coordinator Handbook.	29p.	1mf.	L1	ED 369 053
Rockin' Readers Handbook.	29p.	1mf.	L1	ED 369 052
Using Organizational Strategies and Parent-Student-Teacher Involvement To Increase Utilization of an Elementary School Media Center.	77p.	1mf.	L1	ED 369 037

Reading Attitudes

Attitudes Toward Reading. Annotated Bibliography of Tests.	23p.	1mf.	L1	ED 369 808
The Efficacy of Shared Reading with Teens.	12p.	1mf.	L1	ED 369 073
Improving the Reading Comprehension Skills of Unmotivated Fifth Grade Students through Literature-Based Instruction.	65p.	1mf.	L1	ED 369 074
Improving Third-Grade Students' Attitudes to Reading through the Use of Recreational Reading Activities.	62p.	1mf.	L1	ED 369 043

Reading Comprehension

Getting the Point: Reading in the Workplace.	69p.	1mf.	L1	ED 368 977
Life Stress and Reading Comprehension Test Scores in the Middle School Student.	42p.	1mf.	L1	ED 369 057
Participatory Staff Development: Lessons from Peers. Special Demonstration Project. Final Report.	132p.	2mf.	L1	ED 368 883

Reading Improvement

Computerized Reading Instruction for Remediating Deficiencies of Slow Learners: Our Forgotten At-Risk Elementary Students.	54p.	1mf.	L1	ED 369 040
The Efficacy of Shared Reading with Teens.	12p.	1mf.	L1	ED 369 073
Eighth Grade Reading Improvement with CNN Newsroom and "USA Today."	67p.	1mf.	L1	ED 369 041
Improving the Reading Comprehension Skills of Unmotivated Fifth Grade Students through Literature-Based Instruction.	65p.	1mf.	L1	ED 369 074
Improving the Reading Skills of Ninth Grade Underachievers by Instilling a Desire To Read.	88p.	1mf.	L2	ED 369 038
Improving Third-Grade Students' Attitudes to Reading through the Use of Recreational Reading Activities.	62p.	1mf.	L1	ED 369 043

Reading Instruction

Statistical Annex: National Report on Schooling in Australia, 1991.
94p. 1mf. L1 ED 369 667

School Districts

Establishing Partnerships among Women Executives in Rural School Districts.
6p. 1mf. L1 ED 369 628

Planning for Change: A Source Book for Strategic Planning.
52p. 1mf. L1 ED 369 135

Supporting the Total Child. Resource Book. Chapter 1 & 2. Successful Programs 1993-94.
118p. 2mf. L1 ED 369 866

School Effectiveness

Best Practices Statements for School and Systemic Development.
20p. 1mf. L1 ED 369 160

New Boundaries for School-Based Management: The High Involvement Model.
35p. 1mf. L1 ED 369 186

Schools at the Crossroads: Which Way to Educational Excellence?
32p. 1mf. L1 ED 369 162

School Entrance Age

Delayed Primary School Enrollment and Childhood Malnutrition in Ghana. An Economic Analysis.
46p. 1mf. L2 ED 369 571

School Funds

Education in Indiana: An Overview. Special Report.
129p. 2mf. L1 ED 369 137

Educational Funding and Student Achievement: You Be the Judge.
15p. 1mf. L1 ED 369 143

Embedding Participation in Educational Finance Strategy: New Representations.
12p. 1mf. L1 ED 369 130

School Guidance

Prototype Matching and Striving for Future Selves: Information Management Strategies in the Transition to College.
35p. 1mf. L1 ED 369 328

School Health Services

Developing Medical and Educational Partnerships in School Settings To Meet Health-Related and Educational Needs of Students Who Are Medically Fragile: How Can Rural Schools Catch That Elusive Rainbow?
9p. 1mf. L1 ED 369 613

School Holding Power

Causes of College Retention: A Systems Perspective.
12p. 1mf. L1 ED 369 027

Climbing Out from Between a Rock and a Hard Place: Responding to the Challenges of the At-Risk Student.
4p. 1mf. L1 ED 369 445

Early Alert: A Report on Two Pilot Projects at Antelope Valley College.
49p. 1mf. L1 ED 369 452

School Involvement

Helping Kindergarten-Fifth Grade Open Library Programs Develop Strategies for Improving Parent Staffing.
116p. 2mf. L1 ED 369 387

School Libraries

Hate Crime: The Rise of Hate Crime on School Campuses.
7p. 1mf. L1 ED 368 994

The Pervasiveness of the "Psychology of Marginalization": Barriers to Institutional and Personal Development in a Multicultural Education Environment.
9p. 1mf. L1 ED 369 371

Social Change

Breaking Barriers: An Asian-American Curriculum Unit.
37p. 1mf. L1 ED 369 861

Introduction to Modern Women in Sports: Beyond Winning.
10p. 1mf. L1 ED 369 736

Schools Coping with a Changing World.
22p. 1mf. L1 ED 369 175

Teachers and the Education of the People: Elementary School Teachers and Images of Citizenship in Scandinavia during the 19th and 20th Centuries.
29p. 1mf. L1 ED 369 560

Social Cognition

Social Perception and Judgment. Annotated Bibliography of Tests.
36p. 1mf. L1 ED 369 837

Social Development

A Crosscultural, Ethnographical and Comparative Study of One Danish and One American Kindergarten Plus the Psychological Development of These Danish and American 6 Year Old Children.
24p. 1mf. L1 ED 369 478

A Developmental Approach to Conflict Resolution.
9p. 1mf. L1 ED 369 541

Guiding Children's Social Development. Second Edition.
547p. 0mf. L3 ED 369 567

Integrating Children with Disabilities into Preschool. ERIC Digest.
3p. 1mf. L1 ED 369 581

A Study of Teacher and Student Bonding.
62p. 1mf. L2 ED 369 747

Social Discrimination

Bigotry, Prejudice, and Hatred: Definitions, Causes, and Solutions. Contemporary Issues Series.
243p. 0mf. L3 ED 369 874

Hate Crime: The Rise of Hate Crime on School Campuses.
7p. 1mf. L1 ED 368 994

Social Environment

Adolescent Clients of Washington State's Division of Alcohol and Substance Abuse Services: A Descriptive Study.
139p. 2mf. L1 ED 369 025

Schools Coping with a Changing World.
22p. 1mf. L1 ED 369 175

Social History

Intellect and Public Life: Essays on the Social History of Academic Intellectuals in the United States.
179p. 0mf. L3 ED 369 318

Social Influences

An Overview of the Issues Surrounding Faculty Burnout.
20p. 1mf. L1 ED 369 373

Social Integration

The Community Leisure Facilitator. Project REC.
36p. 1mf. L1 ED 369 204

Assessment Issues in Higher Education.	88p.	1mf.	L1	ED 369 370
Can "All" Ever Really Mean "All" in Defining and Assessing Student Outcomes? Synthesis Report 5.	18p.	1mf.	L1	ED 369 226
Classroom Strategies for Assessing Limited English Proficient Students in Vocational Programs: A Resource Handbook.	314p.	4mf.	L1	ED 368 872
Collaboration in Assessment: Empowering the Individual Course Member.	14p.	1mf.	L1	ED 369 275
Collaborative Development of a Cohesive, Systematic Writing Evaluation Model for Grades 6-12.	63p.	1mf.	L2	ED 369 078
Content Area Reading: An Integrated Approach. Fourth Edition.	370p.	0mf.	L3	ED 369 049
Continuous Assessment and Monitoring of Preschool Progress.	34p.	1mf.	L1	ED 369 542
Conventions of Language Study--English 30 Diploma Examinations January and June 1993. Major Assignment: Literature Composition 3-Satisfactory on Matters of Convention.	32p.	1mf.	L1	ED 369 092
Diagnostic Reading Program: Diagnostic Teaching in a Language Learning Framework: 5.	164p.	2mf.	L1	ED 369 054
Educational Record and Report Forms. Annotated Bibliography of Tests.	22p.	1mf.	L1	ED 369 802
Guide d'enseignement: Art dramatique, Secondaire, Deuxieme cycle (Instructional Guide: Theater Arts, Secondary Schools, Second Cycle).	312p.	4mf.	L1	ED 369 121
An Introduction to Numeracy Teaching.	115p.	2mf.	L1	ED 368 913
The Language and Literacy Spectrum, 1994. A Journal of the New York State Reading Association.	57p.	1mf.	L1	ED 369 035
Language Teacher Education in a Fast-Changing World. Anthology Series 29. Selected Papers from a Seminar on Language Teacher Education in a Fast-Changing World (April 1992).	171p.	2mf.	L1	ED 369 274
Monitoring Student Progress. Training Packet for a Two-Session Workshop. Study of ABE/ESL Instructor Training Approaches.	96p.	1mf.	L1	ED 368 945
A New Look: Basals of the Nineties.	67p.	1mf.	L1	ED 369 045
Performance-Based Assessment	37p.	1mf.	L1	ED 369 389
Reading in the Content Areas: Improving Classroom Instruction. Third Edition.	478p.	0mf.	L3	ED 369 050
Self-Monitoring: An Alternative to Daily Point Sheets.	21p.	1mf.	L1	ED 369 253
Social Skills Diagnostic Screen Administration Manual.	58p.	1mf.	L1	ED 369 569
A Study To Identify and Measure Desirable Student Social Outcomes.	67p.	1mf.	L1	ED 369 570
Systems and Procedures of Certification of Qualifications in the United Kingdom. National Report. 3rd Edition. CEDEFOP Panorama.	55p.	1mf.	L1	ED 368 869
Teaching and Assessing Writing: Recent Advances in Understanding, Evaluating, and Improving Student Performance. Second Edition, Revised and Expanded.				

21, 1993).
32p. 1mf. L1 ED 369 750

Minority Recruitment in Teacher Education.
44p. 1mf. L1 ED 369 857

Recruitment and Retention of Minority Teachers in Vocational Education. ERIC Digest No. 144.
4p. 1mf. L1 ED 368 889

Teacher Education Policy in the States: A 50-State Survey of Legislative and Administrative Actions.
82p. 1mf. L1 ED 369 771

Teacher Induction in Rural and Small School Districts.
7p. 1mf. L1 ED 369 589

Teacher Responsibility

Faculty Ethics: Expanding the AAUP Ethics Statement.
6p. 1mf. L1 ED 369 442

Serving Homeless Children: The Responsibilities of Educators.
43p. 1mf. L1 ED 369 867

Teacher Role

The Acculturation Model: The Theory and Its Implications for Classroom Language Acquisition.
27p. 1mf. L2 ED 369 272

Challenging, Caring, and Connecting: Teaching and Reaching the College Student in the 1990s.
21p. 1mf. L1 ED 369 324

Correcting Impaired Student Self-Concepts: An Instructional Leadership Strategy for Teachers and Principals.
23p. 1mf. L1 ED 369 765

Democracy and Education, Students and Schools.
32p. 1mf. L1 ED 369 173

A Developmental Approach to Conflict Resolution.
9p. 1mf. L1 ED 369 541

Encouraging Symbolic Play in Young Children: A Guide for Developing Creative and Imaginative Experiences.
63p. 1mf. L1 ED 369 551

From Play Activity toward Learning Activity: Developmental Perspectives in Early Childhood Education.
17p. 1mf. L1 ED 369 477

Kentucky's Primary Program: A Progress Report.
56p. 1mf. L1 ED 369 517

Managing Classroom Discourse: An Examination of Teacher/Student Interaction.
26p. 1mf. L1 ED 369 116

Mindful of Others: Teaching Children To Teach.
237p. 0mf. L3 ED 369 097

Moral Development: Making the Connection between Choices, Responsibility and Self-Esteem.
14p. 1mf. L2 ED 369 555

Parent Involvement: A Survey of Proficiencies of Principals and Teachers.
35p. 1mf. L1 ED 369 556

Restructuring Schools: Exploring School-Based Management and Empowerment Issues. A National Perspective.
11p. 1mf. L1 ED 369 157

Scholarship Reconsidered and Its Impact on the Faculty Member.
11p. 1mf. L1 ED 369 372

Self-Esteem in the Foreign Language Classroom: Activities That Do More Than Teach.
16p. 1mf. L1 ED 369 267

A Teacher's Guide to Choosing a Secondary Foreign Language Textbook.
9p. 1mf. L2 ED 369 269

Teachers and the Education of the People: Elementary School

Unions

What Do Unions Do for Women? Research-in-Brief.
4p. 1mf. L1 ED 368 941

United States History

Turning Points: Books and Reports that Reflected and Shaped U.S. Education, 1749-1990s.
17p. 1mf. L1 ED 369 695

United States Literature

The University of Mississippi Studies in English (1990), New Series Volume VIII.
263p. 0mf. L3 ED 369 105

Units of Study

Integrated Teaching Units: Focusing an Elementary Methods Block Program on Social Studies and Science.
25p. 1mf. L1 ED 369 680

Unwed Mothers

Sex Equity. Single Parents, Displaced Homemakers, Single Pregnant Women's Projects. Directory FY-1994.
80p. 1mf. L1 ED 368 871

Urban Areas

The New York City Adult Literacy Initiative. Final Report, 1991-92.
42p. 1mf. L1 ED 369 304

Urban Culture

Intellect and Public Life: Essays on the Social History of Academic Intellectuals in the United States.
179p. 0mf. L3 ED 369 318

Urban Problems

Caring Schools, Caring Communities: An Urban Blueprint for Comprehensive School Health and Safety.
35p. 1mf. L2 ED 369 876

Urban Schools

Chapter 1: Creating Opportunities for Success through Replacement Services. Chapter 1 Replacement Class Collaborative Teaming and Intensive Teaching Time. A Model for Student Success in Newark City Schools.
28p. 1mf. L1 ED 369 863

Chicago School Reform: The Nature and Origin of Basic Assumptions. Research and Policy Analysis Series No. 7.
73p. 1mf. L1 ED 369 870

Critical Education Trends: A Poll of America's Urban Schools.
17p. 1mf. L2 ED 369 875

First Year Teaching Experiences of Early Childhood Urban Teachers.
20p. 1mf. L1 ED 369 856

An Overview of a Field Study of Urban School Districts in the Far West.
26p. 1mf. L1 ED 369 858

School Help: 105 Resources for Chicago School Improvement.
43p. 1mf. L1 ED 369 869

Urban School Safety: Strategies of the Great City Schools.
52p. 1mf. L2 ED 369 877

Urban to Rural Migration

The Suburbanization of America and the Future of Hunting and

Adult Development

The Adult Learner. Training Packet for a Three-Session Workshop. Study of ABE/ESL Instructor Training Approaches.
133p. 2mf. L1 ED 368 942

Adult Education

Adult Community Education. National Policy.
27p. 1mf. L1 ED 368 861

Adult Education Research Annual Conference (AERC) Proceedings (34th, University Park, Pennsylvania, May 1993).
377p. 4mf. L1 ED 368 967

Annual Adult Education Research Conference (AERC) Proceedings (33rd, Saskatoon, Saskatchewan, Canada, May 15-17, 1992). Revised Edition.
389p. 5mf. L1 ED 368 856

Education and Welfare Reform: The Story of a Second Chance School. Fastback 355.
43p. 1mf. L1 ED 368 895

English as a Second Language: Implementing Effective Adult Education Programs.
50p. 1mf. L1 ED 369 303

Learning To Listen, Learning To Teach. The Power of Dialogue in Educating Adults. Jossey-Bass Higher Adult Education Series.
202p. 0mf. L3 ED 368 926

Planning Responsibly for Adult Education. A Guide to Negotiating Power and Interests. Jossey-Bass Higher and Adult Education Series.
208p. 0mf. L3 ED 368 927

Reflections on Teaching at the "Margins": Reconceptualizing Multicultural Education.
109p. 2mf. L1 ED 368 906

Self-Directed Learning Dissertation Abstracts 1966-1991.
326p. 0mf. L3 ED 368 919

Student Legal Issues. Final Report.
365p. 4mf. L1 ED 368 885

Working and Learning Together. European Initiatives with Older People. A Report of the Annual Conference of the Association for Educational Gerontology Held in 1993, the European Year of Older People and Solidarity between Generations (Glasgow, Scotland,United Kingdom, July 1-4, 1993).
50p. 1mf. L1 ED 368 966

Adult Educators

Staff Orientation Manual for Adult Basic and Literacy Education Providers. Final Report.
159p. 2mf. L1 ED 368 884

Adult Learning

Abstracts of Literature in Self-Directed Learning 1966-1982.
168p. 0mf. L3 ED 368 920

Abstracts of Literature in Self-Directed Learning 1983-1991.
264p. 0mf. L3 ED 368 921

Adult Education Research Annual Conference (AERC) Proceedings (34th, University Park, Pennsylvania, May 1993).
377p. 4mf. L1 ED 368 967

The Adult Learner. Training Packet for a Three-Session Workshop. Study of ABE/ESL Instructor Training Approaches.
133p. 2mf. L1 ED 368 942

Advances in Research and Practice in Self-Directed Learning.
293p. 0mf. L3 ED 368 917

Emerging Perspectives of Self-Directed Learning.
281p. 0mf. L3 ED 368 923

Learning To Listen, Learning To Teach. The Power of Dialogue in

Makin' a Life: Parenting in Families of Color.
12p. 1mf. L1 ED 368 870

Providing Early Childhood Educare Services for the Black Preschool Child.
29p. 1mf. L1 ED 369 506

Blueprints

Basic Blueprint Reading.
88p. 1mf. L1 ED 368 984

Pre-blueprint Math.
88p. 1mf. L1 ED 368 987

Boards of Education

Effective Board Participation.
127p. 0mf. L3 ED 369 315

Books

Mass Deacidification Systems: Planning and Managerial Decision Making.
33p. 1mf. L1 ED 369 400

A Roundtable on Mass Deacidification. Report on a Meeting (Andover, Massachusetts, September 12-13, 1991).
139p. 2mf. L1 ED 369 401

Budgeting

Collaborative Learning Strategies for the 90s in the Development of Institutional Effectiveness.
10p. 1mf. L1 ED 369 456

Funding Methods for Public Higher Education in the SREB States.
109p. 2mf. L1 ED 369 367

Burnout

Keeping Spirits High: Renewing Our Commitment to Education.
35p. 1mf. L1 ED 369 151

Business

An Action Blueprint for Business: Forging New Partnerships To Make a Difference in Maternal and Child Health. Highlights of the Corporate Summit for Children (Washington, D.C., April 29-30, 1992).
69p. 1mf. L2 ED 369 559

Business Administration

School-Age Child Care: An Action Manual for the 90s and Beyond. Second Edition.
314p. 0mf. L3 ED 369 514

Business Administration Education

Commerce and Administration. Financial Assistance for Study after Standard 10.
71p. 1mf. L1 ED 369 332

Business Communication

Communicating on the Job.
95p. 1mf. L1 ED 368 969

Making Routine Letters Have Positive Effects.
12p. 1mf. L1 ED 369 081

Proceedings of the Clemson Conference on Language and International Trade (Clemson, South Carolina, March 9-11, 1989).
128p. 2mf. L1 ED 369 256

Speech Acts Used in Business Meetings (And Elsewhere).
18p. 1mf. L1 ED 369 271

Teaching Account Management.
32p. 1mf. L2 ED 369 109

373p. 0mf. L3 ED 369 377

College Administration

American Association of Colleges for Teacher Education Briefing Book 1993.
58p. 1mf. L1 ED 369 779

Awards for University Administrators and Librarians 1994-96. ACU Awards Series.
30p. 0mf. L3 ED 369 355

A Quality System for Education: Using Quality and Productivity Techniques To Save Our Schools.
239p. 0mf. L3 ED 369 421

Task Force on College Governance Report to the College Community: 3 Years in Progress.
28p. 1mf. L1 ED 369 440

College Admission

Statistical Abstract of Higher Education in North Carolina, 1993-94.
279p. 3mf. L1 ED 369 376

College Attendance

Divided We Fall: The Declining Chance for College among Minnesota Youth from Low-Income Families and Communities of Color.
22p. 1mf. L1 ED 369 321

The Postsecondary Enrollment Options Program: A Research Report.
84p. 1mf. L1 ED 369 312

College Bound Students

College-Bound Digest. Valuable Information from Prominent Educators for All College-Bound Students.
57p. 1mf. L1 ED 369 013

College Buildings

Educational Plant Survey, The Florida State University, March 15-19, 1993.
161p. 2mf. L1 ED 369 317

College Choice

College-Bound Digest. Valuable Information from Prominent Educators for All College-Bound Students.
57p. 1mf. L1 ED 369 013

College Curriculum

Reassessing Curriculum and Transfer Rates: A Delicate Balance for the Mission of Community Colleges.
32p. 1mf. L1 ED 369 424

College English

Changing Classroom Practices: Resources for Literary and Cultural Studies. Refiguring English Studies.
336p. 4mf. L1 ED 369 104

Students as Satirists: Encouraging Critique and Comic Release.
14p. 1mf. L1 ED 369 099

College Environment

African-American Women and Doctoral Study: Three Case Studies.
14p. 1mf. L1 ED 369 737

College Faculty

American Association of Colleges for Teacher Education Briefing Book 1993.
58p. 1mf. L1 ED 369 779

14p. 1mf. L1 ED 369 174
An Integrated, Cooperative Learning Oriented Freshman Civil Engineering Course: Computer Analysis in Civil Engineering.
11p. 1mf. L1 ED 369 313
Learning Together and Alone. Cooperative, Competitive, and Individualistic Learning. Fourth Edition.
292p. 0mf. L3 ED 369 778
Mindful of Others: Teaching Children To Teach.
237p. 0mf. L3 ED 369 097
The Multicultural E-Mail of High School-College Collaboration.
6p. 1mf. L1 ED 369 101
The New Circles of Learning: Cooperation in the Classroom and School.
118p. 2mf. L2 ED 369 146
Organizing for Effective Reading Instruction. ERIC Digest.
3p. 1mf. L1 ED 369 034
Team Learning. Training Packet for a Three-Session Workshop. Study of ABE/ESL Instructor Training Approaches.
132p. 2mf. L1 ED 368 947
Cooperative Planning

Collaborative Development of a Cohesive, Systematic Writing Evaluation Model for Grades 6-12.
63p. 1mf. L2 ED 369 078
Cooperative Programs

A Comprehensive Tech Prep Curriculum Model.
34p. 1mf. L2 ED 369 448
The Digital Preservation Consortium: Mission and Goals.
9p. 1mf. L2 ED 369 413
The Meridian Partnership: A Model Workplace Literacy Project and Development Unit. Internal Evaluation Report, Final Report.
67p. 1mf. L1 ED 369 429
Racing with the World: How States Can Build a 21st Century Workforce.
46p. 1mf. L2 ED 368 928
Coping

Action Control, Motivation, and Academic Achievement.
17p. 1mf. L1 ED 368 991
Ma, Pa, School Folks and Kids: Working a Patchwork to a Complete "Heart."
11p. 1mf. L1 ED 369 623
The Mother-Daughter Bond.
13p. 1mf. L1 ED 369 000
Copyrights

"Droit d'Auteur," "Copyright" and Neighboring Rights at the Crossroads.
19p. 1mf. L1 ED 369 384
Core Curriculum

Core Curriculum. A Workplace Specific Curriculum.
183p. 2mf. L1 ED 368 902
Corporate Education

Work Based Learning and Higher Education in the USA.
44p. 1mf. L1 ED 369 316
Correctional Education

Anthology of Inmate Art. Special Demonstration Project.
56p. 1mf. L1 ED 368 873
National Survey of Reading Programs for Incarcerated Juvenile Offenders.

Role of Division Chairpersons.
10p. 1mf. L1 ED 369 428

Depression (Psychology)

Think Aloud Statements and Solutions of Dysphoric Persons on a Social Problem-Solving Task.
34p. 1mf. L1 ED 369 026

Developed Nations

Environment. Development. How Can Societies Develop To Meet Basic Needs and Nurture Economies without Undermining the Natural Resources and Environmental Integrity on Which They Depend? Teaching Global Issues.
10p. 1mf. L1 ED 369 675

"The State of 'Education and Development': New Directions." International Conference (Cairo, Egypt, November 22-25, 1993). Book of Abstracts.
106p. 2mf. L1 ED 369 726

Developing Nations

Assessing Engineering Education in Sub-Saharan Africa. World Bank Technical Paper Number 197, Africa Technical Department Series.
210p. 3mf. L2 ED 369 364

Delayed Primary School Enrollment and Childhood Malnutrition in Ghana. An Economic Analysis.
46p. 1mf. L2 ED 369 571

Development Communication Report, 1993.
69p. 1mf. L1 ED 369 412

Early Childhood Development Programs in Latin America: Toward Definition of an Investment Strategy. A View from LATHR, No. 32.
64p. 1mf. L2 ED 369 501

Early Childhood Development: The Challenge and the Opportunity.
17p. 1mf. L1 ED 369 529

Education and Cultural Development: Policies and Practices in the Africa Region.
20p. 1mf. L1 ED 369 704

Environment. Development. How Can Societies Develop To Meet Basic Needs and Nurture Economies without Undermining the Natural Resources and Environmental Integrity on Which They Depend? Teaching Global Issues.
10p. 1mf. L1 ED 369 675

Improving Higher Education in Developing Countries. EDI Seminar Series.
85p. 1mf. L2 ED 369 366

Learning To Live in Harmony and Diversity: Focus on Human Rights Education.
62p. 1mf. L1 ED 368 964

Militarism Versus Development. Teaching Global Issues.
10p. 1mf. L1 ED 369 674

"The State of 'Education and Development': New Directions." International Conference (Cairo, Egypt, November 22-25, 1993). Book of Abstracts.
106p. 2mf. L1 ED 369 726

Development Communication

Development Communication Report, 1993.
69p. 1mf. L1 ED 369 412

Developmental Continuity

The P-12 Experience of Students: In What Ways Can It Be a Quality Experience?
25p. 1mf. L1 ED 369 158

Developmental Disabilities

288p. 0mf. L3 ED 369 850

A Framework for Fundamental Change in the Community College: Creating a Culture of Responsiveness.
34p. 1mf. L1 ED 369 432

Goals 2000: Educate America Act. Conference Report To Accompany H.R. 1804, House of Representatives, 103d Congress, 2d Session.
232p. 3mf. L1 ED 369 149

Higher Education and the Schools: A Call to Action and Strategy for Change.
12p. 1mf. L1 ED 369 356

Improved Science Content for Pre-Service Teachers: Modeling of Teaching Strategies Based on Current Science Education Reform Literature.
18p. 1mf. L1 ED 369 647

Improving America's Schools Act of 1994. Report on H.R. 6 Together with Minority, Supplemental, and Additional Views Committee on Education and Labor, House of Representatives, 103rd Congress, 2d session.
737p. 8mf. L1 ED 369 147

Inclusive Education for All Students.
9p. 1mf. L1 ED 369 619

Kentucky's Primary Program: A Progress Report.
56p. 1mf. L1 ED 369 517

Magnet Magic: A Consideration of Choice and Change.
25p. 1mf. L1 ED 369 152

Military Training. Lessons Learned and Their Implications for the Future. Testimony before the Subcommittee on Military Forces and Personnel, Committee on Armed Services, House of Representatives.
17p. 1mf. L1 ED 368 897

National Educational Goals: Can They Lead Schools to Real Reform? Noteworthy Series.
51p. 1mf. L1 ED 369 139

A Notebook for Teachers: Making Changes in the Elementary Curriculum. Revised Edition.
83p. 1mf. L1 ED 369 532

Overcoming Barriers in the Use of Adaptive and Assistive Technology in Special Education.
9p. 1mf. L1 ED 369 633

Planning for Change: A Source Book for Strategic Planning.
52p. 1mf. L1 ED 369 135

Providing Early Childhood Educare Services for the Black Preschool Child.
29p. 1mf. L1 ED 369 506

Quality Assurance in "New" Methods of Learning.
8p. 1mf. L1 ED 369 347

The Realities of Curriculum Management.
7p. 1mf. L1 ED 368 898

Reconstructing Correctional Education on the Basis of New Critical Realities. Implications for Teachers, Administrators, and Policymakers.
38p. 1mf. L1 ED 368 931

Reform and Early Childhood Education: Making Teacher Preparation Professional and Relevant.
25p. 1mf. L1 ED 369 516

The Reform Movement: Where Do Gifted Students Fit?
47p. 1mf. L1 ED 369 200

Schools Coping with a Changing World.
22p. 1mf. L1 ED 369 175

The Teaching Learning Enterprise: Miami-Dade Community College's Blueprint for Change.
200p. 0mf. L3 ED 369 454

Tech Prep: A Strategy for School Reform. Fastback 363.
39p. 1mf. L1 ED 368 896

Crossroads.
19p. 1mf. L1 ED 369 384

Gateways, Gatekeepres, and Roles in the Information Omniverse. Proceedings of the Symposium of the Association of Research Libraries and Association of American University Presses (3rd, Washington, D.C., November 13-15, 1993).
177p. 2mf. L1 ED 369 407

Intellectual Preservation: Electronic Preservation of the Third Kind.
10p. 1mf. L2 ED 369 414

Elementary Education

All Children Can Learn: Chile's 900 Schools Programme for the Underprivileged. Education for All: Making It Work.
34p. 1mf. L1 ED 369 535

Elementary School Curriculum

Children Exploring Their World: Theme Teaching in Elementary School.
295p. 0mf. L3 ED 369 096

Literature-Based Social Studies: Children's Books & Activities To Enrich the K-5 Curriculum.
149p. 0mf. L3 ED 369 708

A Notebook for Teachers: Making Changes in the Elementary Curriculum. Revised Edition.
83p. 1mf. L1 ED 369 532

Elementary School Students

A Descriptive Study of Multicultural Elementary Student Playground Behaviors and Their Relationship to Gender, Age, Race and Socioeconomic Status.
34p. 1mf. L1 ED 369 521

Elementary School Children: Many Change Schools Frequently, Harming Their Education. Report to the Honorable Marcy Kaptur, House of Representatives.
56p. 1mf. L1 ED 369 526

Getting Started: Second Language Development in K-1 French Immersion.
62p. 1mf. L1 ED 369 262

Social Skills Diagnostic Screen Administration Manual.
58p. 1mf. L1 ED 369 569

Stress Management for Elementary Schools.
198p. 0mf. L3 ED 369 006

A Study To Identify and Measure Desirable Student Social Outcomes.
67p. 1mf. L1 ED 369 570

Texas School Survey of Substance Abuse: Grade 4-6, 1990.
29p. 1mf. L1 ED 369 031

Violence and Young Children's Development. ERIC Digest.
3p. 1mf. L1 ED 369 578

What Have You Learned? Co-Constructing the Meaning of Time.
25p. 1mf. L1 ED 369 484

Elementary School Teachers

Analyzing Teacher Judgments with the Rasch Model: Their Contribution to the Construction of Continua to Assess Literacy Developments in the Early Years of School.
21p. 1mf. L1 ED 369 821

Breaking the Blame Cycle: A Small Partnership between Preservice Writing Teachers and Elementary Classrooms.
15p. 1mf. L1 ED 369 098

Classroom Management for Elementary Teachers. Third Edition.
226p. 0mf. L3 ED 369 782

Evaluation of Utah Career Ladder Programs.

63p. 1mf. L1 ED 369 475

Family Influence

Smart Schools for San Antonio's Future: A Report on Public Education.
30p. 1mf. L1 ED 369 134

Family Involvement

The Extended Family: An Educational Program for the Seasonal and Migrant Farm Worker.
15p. 1mf. L1 ED 369 625
The Family Involvement Triangle: A School-Home Collaborative Model. Project APIP.
35p. 1mf. L1 ED 369 212
Growing: Birth to Three. Piecing It All Together.
29p. 1mf. L1 ED 369 240
Improving Health (Majority Recommendations.) Next Steps for Children and Families. Implementation Guide Series.
85p. 1mf. L1 ED 369 476
Strengthening Parents and Families during the Early Childhood Years.
489p. 6mf. L2 ED 369 557

Family Problems

Full Circle Program's Family Consulting Services.
16p. 1mf. L1 ED 369 488
The Universality of Emotional Child Abuse.
19p. 1mf. L1 ED 369 003

Family Programs

Changing Systems for Children and Families.
60p. 1mf. L2 ED 369 509
A Community Development Approach to Early Childhood Educare Intervention in Disadvantaged Communities.
15p. 1mf. L1 ED 369 496
Community of the Twenty-First Century.
23p. 1mf. L2 ED 369 482
Family Literacy. Information Forum Publication #5.
12p. 1mf. L1 ED 369 394
Head Start: A Child Development Program.
20p. 1mf. L1 ED 369 563
Intensive Family-Based Services Program: A Supportive Alternative to Out-of-Home Placement for Troubled Children and Their Families.
9p. 1mf. L1 ED 369 629
A Joint Enterprise with America's Families To Ensure Student Success.
25p. 1mf. L2 ED 369 568
Multi-Agency Project for Preschoolers (MAPPS) Outreach. Final Report.
51p. 1mf. L1 ED 369 218
School-Linked Services.
5p. 1mf. L1 ED 369 575
Strengthening Parents and Families during the Early Childhood Years.
489p. 6mf. L2 ED 369 557

Family School Relationship

Helping Kindergarten-Fifth Grade Open Library Programs Develop Strategies for Improving Parent Staffing.
116p. 2mf. L1 ED 369 387
Smart Schools for San Antonio's Future: A Report on Public Education.
30p. 1mf. L1 ED 369 134

An Empowering Approach.
42p. 1mf. L1 ED 368 955

Health Insurance

Health Insurance: The Facts You Need. Student Workbook. Health Promotion for Adult Literacy Students: An Empowering Approach.
39p. 1mf. L1 ED 368 953

Improving Health (Majority Recommendations.) Next Steps for Children and Families. Implementation Guide Series.
85p. 1mf. L1 ED 369 476

Private Sector Rehabilitation: Insurance, Trends & Issues for the 21st Century. A Report on the Mary E. Switzer Memorial Seminar (17th, Washington, D.C., June 2-4, 1993).
82p. 1mf. L1 ED 368 860

Health Needs

Caring Schools, Caring Communities: An Urban Blueprint for Comprehensive School Health and Safety.
35p. 1mf. L2 ED 369 876

Developing Medical and Educational Partnerships in School Settings To Meet Health-Related and Educational Needs of Students Who Are Medically Fragile: How Can Rural Schools Catch That Elusive Rainbow?
9p. 1mf. L1 ED 369 613

Health Occupations

Health Occupations Extended Campus Program.
49p. 1mf. L1 ED 369 648

Health Promotion

An Action Blueprint for Business: Forging New Partnerships To Make a Difference in Maternal and Child Health. Highlights of the Corporate Summit for Children (Washington, D.C., April 29-30, 1992).
69p. 1mf. L2 ED 369 559

Children for Health.
185p. 2mf. L1 ED 369 510

Directory of Child-to-Child Activities Worldwide.
69p. 1mf. L1 ED 369 549

Early Childhood Health Promotion Project (October 1989 - June 1993). Final Report.
235p. 3mf. L1 ED 369 503

Health Services

Improving Health (Majority Recommendations.) Next Steps for Children and Families. Implementation Guide Series.
85p. 1mf. L1 ED 369 476

Hearing Impairments

Multi-University Consortium for Teacher Training: A Model for Pre-Service Training in Rural Areas.
6p. 1mf. L1 ED 369 615

Helping Relationship

Coaching for Accomplishment. Project APIP.
21p. 1mf. L1 ED 369 213

Makin' a Life: Parenting in Families of Color.
12p. 1mf. L1 ED 368 870

Heredity

Five Hundred Questions Kids Ask about Sex and Some of the Answers: Sex Education for Parents, Teachers and Young People Themselves.
212p. 0mf. L3 ED 369 552

Assistance with Integrity: The Search for Accountability and the Lives of People with Developmental Disabilities.
54p. 1mf. L1 ED 369 219

Intellectual Preservation: Electronic Preservation of the Third Kind.
10p. 1mf. L2 ED 369 414

Intellectual Development

Developing Reflective Judgment: Understanding and Promoting Intellectual Growth and Critical Thinking in Adolescents and Adults. Jossey-Bass Higher and Adult Education Series and Jossey-Bass Social and Behavioral Science Series.
323p. 0mf. L3 ED 368 925

Intellectual Disciplines

Communication--The Modern Approach to Education.
14p. 1mf. L1 ED 369 108

Demonstrated Competency and Subject-Specific Endorsement Guidelines.
54p. 1mf. L1 ED 369 758

Intellect and Public Life: Essays on the Social History of Academic Intellectuals in the United States.
179p. 0mf. L3 ED 369 318

Placement of Courses within Disciplines and 1996 Discipline Review and Timeline.
15p. 1mf. L1 ED 369 443

Intellectual History

Intellect and Public Life: Essays on the Social History of Academic Intellectuals in the United States.
179p. 0mf. L3 ED 369 318

Intellectual Property

Intellectual Preservation: Electronic Preservation of the Third Kind.
10p. 1mf. L2 ED 369 414

Intelligence Quotient

Intelligence--Group Administered, Grades 4-6. Collection. Annotated Bibliography of Tests.
20p. 1mf. L1 ED 369 800

Intelligence--Individually Administered, Grades 4-6. Annotated Bibliography of Tests.
23p. 1mf. L1 ED 369 799

Intelligence Tests

Intelligence--Group Administered, Grades 4-6. Collection. Annotated Bibliography of Tests.
20p. 1mf. L1 ED 369 800

Intelligence--Group Administered, Grades 7 and Above. Annotated Bibliography of Tests.
29p. 1mf. L1 ED 369 801

Intelligence--Individually Administered, Grades 4-6. Annotated Bibliography of Tests.
23p. 1mf. L1 ED 369 799

Intelligence--Individually Administered, Preschool-Grade 3. Annotated Bibliography of Tests.
35p. 1mf. L1 ED 369 798

Intention

The Effects of Alcohol on Intentions to Drink and Drive.
13p. 1mf. L1 ED 369 012

Interaction

8p. 1mf. L1 ED 369 637

Grade Retention and Parental Aspirations for Students with Learning Disabilities.
9p. 1mf. L1 ED 369 607

Helping Learning Disabled Adults through Special Tutorial Techniques. Final Report. 1992-1993.
30p. 1mf. L1 ED 368 878

Inclusionary Programs for Children with Language and/or Learning Disabilities: Issues in Teacher Readiness.
14p. 1mf. L1 ED 369 251

Learning Disabilities: Learner-Centered Approaches. Training Packet for a Three-Session Workshop. Study of ABE/ESL Instructor Training Approaches.
273p. 3mf. L1 ED 368 943

Learning Enhancement for Adults with Disabilities. LEAD 2000 Congress Proceedings (Little Rock, Arkansas, January 29-31, 1993).
59p. 1mf. L1 ED 368 857

Literacy Project for Adults with Learning Disabilities.
46p. 1mf. L1 ED 368 881

Literacy Works, Volume 4, 1992-93.
127p. 2mf. L1 ED 369 306

National Resources for Adults with Learning Disabilities.
34p. 1mf. L1 ED 368 899

Learning Modalities

Measures of Learning Style. Annotated Bibliography of Tests.
29p. 1mf. L1 ED 369 795

Learning Motivation

Advances in Research and Practice in Self-Directed Learning.
293p. 0mf. L3 ED 368 917

Measures of Learning Style. Annotated Bibliography of Tests.
29p. 1mf. L1 ED 369 795

Psychology of Learning for Instruction.
409p. 0mf. L3 ED 369 772

Student Motivation.
5p. 1mf. L1 ED 369 142

Learning Problems

Problems in Encoding and Retrieval Encountered by Nontraditional Students.
17p. 1mf. L1 ED 368 956

Learning Processes

Advances in Research and Practice in Self-Directed Learning.
293p. 0mf. L3 ED 368 917

Motor Learning in Childhood Education: Curricular, Compensatory, Cognitive.
197p. 0mf. L3 ED 369 553

Psychology of Learning for Instruction.
409p. 0mf. L3 ED 369 772

Self-Directed Learning: Consensus & Conflict.
296p. 0mf. L3 ED 368 918

Self-Directed Learning: Emerging Theory & Practice.
135p. 0mf. L3 ED 368 916

Learning Readiness

Advances in Research and Practice in Self-Directed Learning.
293p. 0mf. L3 ED 368 917

Self-Directed Learning: Consensus & Conflict.
296p. 0mf. L3 ED 368 918

Self-Directed Learning: Emerging Theory & Practice.
135p. 0mf. L3 ED 368 916

10p. 1mf. L1 ED 369 632

Medical Students

Doctors' Stories on Teaching and Mentoring. Fastback 369.
36p. 1mf. L1 ED 369 734

Meetings

Speech Acts Used in Business Meetings (And Elsewhere).
18p. 1mf. L1 ED 369 271

Memory

Infant Memory for Primitive Perceptual Features.
12p. 1mf. L1 ED 369 483

Mental Disorders

Dissociation and the Development of Psychopathology.
19p. 1mf. L1 ED 369 188

Post Concussive and Post Traumatic Stress Disorders: Two Mutually Exclusive Syndromes.
8p. 1mf. L1 ED 369 015

Mental Health Programs

The Children's Mental Health Integrated Fund: A Preliminary Report.
158p. 2mf. L1 ED 369 222

An Integrated Children's Mental Health System: Coordinating the Needs of Children with Multiple Problems: Children's Integrated Fund Task Force Report to the Minnesota Legislature..
122p. 2mf. L1 ED 369 223

Staffing Systems of Care for Children and Families: A Report of the Southern Human Resource Development Consortium for Mental Health on Workforce Issues Related to Community-Based Service Delivery for Children and Adolescents with Serious Emotional Disturbance/Mental Illness and Their Families.
171p. 2mf. L1 ED 369 210

Mental Health Workers

Family Reunification Project.
17p. 1mf. L1 ED 369 490

Mental Retardation

A Comparison of Leisure and Recreational Activities for Adults with and without Mental Retardation.
9p. 1mf. L1 ED 369 606

Mentors

Doctors' Stories on Teaching and Mentoring. Fastback 369.
36p. 1mf. L1 ED 369 734

Intergenerational Entrepreneurship in an Educational Setting.
9p. 1mf. L1 ED 369 597

Mentoring in the Juvenile Justice System: Findings from Two Pilot Programs.
94p. 1mf. L2 ED 369 024

Teachers Teaching Teachers: The Art of Working Together and Sharing.
12p. 1mf. L1 ED 369 616

Metacognition

Literacy Project for Adults with Learning Disabilities.
46p. 1mf. L1 ED 368 881

Metalinguistics

How a Bilingual Child Understands Being Bilingual.
21p. 1mf. L1 ED 369 266

Public Schools, 1992-93.
53p. 1mf. L2 ED 369 512

Family Literacy for Parents in Bridge Housing.
30p. 1mf. L1 ED 368 877

Head Start Parent Involvement: Vision, Opportunities and Strategies.
21p. 1mf. L1 ED 369 543

In First Person Plural: Growing Up with a Disadvantaged Community.
116p. 2mf. L1 ED 369 492

Regionalized Parent and Staff Development: The Rural California Model (RRCM).
8p. 1mf. L1 ED 369 631

Parent Participation

The Effect of Reading Aloud on a Child's Success in First Grade.
32p. 1mf. L1 ED 369 046

For Our Children: Parents & Families in Education. Results of the National Parent Involvement Summit (April 1992).
20p. 1mf. L1 ED 369 495

Head Start Parent Involvement: Vision, Opportunities and Strategies.
21p. 1mf. L1 ED 369 543

Helping Kindergarten-Fifth Grade Open Library Programs Develop Strategies for Improving Parent Staffing.
116p. 2mf. L1 ED 369 387

Improving Third-Grade Students' Attitudes to Reading through the Use of Recreational Reading Activities.
62p. 1mf. L1 ED 369 043

The Legal Framework for Parental Involvement in Indian Education.
12p. 1mf. L2 ED 369 641

Minority Recruitment in Teacher Education.
44p. 1mf. L1 ED 369 857

Parent Involvement: A Survey of Proficiencies of Principals and Teachers.
35p. 1mf. L1 ED 369 556

Partners for Transition: Preparing Students for the Future.
9p. 1mf. L1 ED 369 611

A Read Aloud Program That Encourages Parent Participation in Schools.
8p. 1mf. L1 ED 369 596

A Study of Attitudes & Behavior Regarding Children's Education. The Third PTA National Education Survey.
185p. 2mf. L1 ED 369 537

Using Organizational Strategies and Parent-Student-Teacher Involvement To Increase Utilization of an Elementary School Media Center.
77p. 1mf. L1 ED 369 037

The Wisdom Is Now (Project WIN) Final Evaluation Report, 1992-93. OREA Report.
53p. 1mf. L1 ED 369 302

Parent Role

Chinese-American Students: A Review of the Literature.
27p. 1mf. L1 ED 369 682

Head Start Parent Involvement: Vision, Opportunities and Strategies.
21p. 1mf. L1 ED 369 543

Nurturance of Infant and Toddler Language: Verbal Interactions in the Home Setting.
18p. 1mf. L1 ED 369 561

Safe Environments for Our Children: The Home, the School, and the Community.
9p. 1mf. L2 ED 369 515

Problem Children

Intensive Family-Based Services Program: A Supportive Alternative to Out-of-Home Placement for Troubled Children and Their Families.
9p. 1mf. L1 ED 369 629

Problem Solving

Chemistry Problem-Solving Abilities: Gender, Reasoning Level and Computer-Simulated Experiments.
25p. 1mf. L1 ED 369 656

Decision-Making Process. Annotated Bibliography of Tests.
33p. 1mf. L1 ED 369 830

Differences between Algorithmic and Conceptual Problem Solving by Nonscience Majors in Introductory Chemistry.
31p. 1mf. L1 ED 369 649

Mathematics: Strategic Problem Solving. Training Packet for a Two-Session Workshop. Study of ABE/ESL Instructor Training Approaches.
86p. 1mf. L1 ED 368 944

Mythical Structures in Community Vision.
19p. 1mf. L1 ED 369 122

Problem Solving.
38p. 1mf. L1 ED 368 973

Strategic Planning for Community Viability: A Process, Not a Destination. Circular CRD-60.
7p. 1mf. L1 ED 368 930

Think Aloud Statements and Solutions of Dysphoric Persons on a Social Problem-Solving Task.
34p. 1mf. L1 ED 369 026

Time Management.
47p. 1mf. L1 ED 368 976

Using Informal Knowledge in Formal Domains: Intuitions and Notations Sometimes Clash.
44p. 1mf. L1 ED 369 822

Process Education

"Process vs. Product" in Language Teacher Education - Shifting the Focus of Course Design.
19p. 1mf. L1 ED 369 283

Professional Continuing Education

Abstracts of Literature in Self-Directed Learning 1983-1991.
264p. 0mf. L3 ED 368 921

Deterrents to Participation in Continuing Professional Education and Implications for Future Educational Program Planning.
23p. 1mf. L1 ED 369 738

Emerging Perspectives of Self-Directed Learning.
281p. 0mf. L3 ED 368 923

New Ideas about Self-Directed Learning.
246p. 0mf. L3 ED 368 924

The Place of the Humanities in Continuing Higher Education. ERIC Digest No. 145.
4p. 1mf. L1 ED 368 890

Self-Directed Learning: Application and Research.
400p. 0mf. L3 ED 368 922

Self-Directed Learning: Consensus & Conflict.
296p. 0mf. L3 ED 368 918

Professional Development

Academic Alliances, You Can Do It Too.
7p. 1mf. L1 ED 369 588

Awards for University Administrators and Librarians 1994-96. ACU Awards Series.

Chapter 1 Developer/Demonstration Program Learning To Read through the Arts 1992-93. OREA Report.
66p. 1mf. L1 ED 369 058

Diagnostic Reading Program: Diagnostic Teaching in a Language Learning Framework: 5.
164p. 2mf. L1 ED 369 054

E.C.I.A. Chapter 1 Children's Art Carnival Creative Reading Program 1992-93. OREA Report.
59p. 1mf. L1 ED 369 059

Eighth Grade Reading Improvement with CNN Newsroom and "USA Today."
67p. 1mf. L1 ED 369 041

Enhancing Vocabulary Acquisition through Reading: A Hierarchy of Text-Related Exercise Types.
24p. 1mf. L1 ED 369 291

Literacy Development in the Early Years: Helping Children Read and Write. Second Edition.
399p. 0mf. L3 ED 369 048

Mindful of Others: Teaching Children To Teach.
237p. 0mf. L3 ED 369 097

Organizing for Effective Reading Instruction. ERIC Digest.
3p. 1mf. L1 ED 369 034

Reading and Writing Effectively.
164p. 2mf. L1 ED 368 979

Reading and Writing II.
112p. 2mf. L1 ED 368 980

Trade Books Used in the Teaching of Reading.
10p. 1mf. L1 ED 369 055

Trends and Issues in English Instruction, 1993--Six Summaries. Summaries of Informal Annual Discussions of the Commissions of the National Council of Teachers of English.
18p. 1mf. L1 ED 369 083

Trends and Issues in English Instruction, 1994--Six Summaries. Summaries of Informal Annual Discussions of the Commissions of the National Council of Teachers of English.
12p. 1mf. L1 ED 369 084

Whole Language Approach. Study of ABE/ESL Instructor Training Approaches.
104p. 2mf. L1 ED 368 948

Reading Interests

Attitudes Toward Reading. Annotated Bibliography of Tests.
23p. 1mf. L1 ED 369 808

Trade Books Used in the Teaching of Reading.
10p. 1mf. L1 ED 369 055

Reading Material Selection

Annotated Bibliography for High School Reading: A Suggested Bibliography for 9-12 Students. Revised Edition.
94p. 1mf. L1 ED 369 063

Annotated Bibliography for Junior High/Middle School Reading: A Suggested Bibliography for 6-9 Students. Revised Edition.
75p. 1mf. L1 ED 369 062

Annotated Bibliography for Lower Elementary Reading : A Suggested Bibliography for Students Grades K-3.
74p. 1mf. L1 ED 369 060

Annotated Bibliography for Upper Elementary Reading: A Suggested Bibliography for Students Grades 3-6.
151p. 2mf. L1 ED 369 061

The Efficacy of Shared Reading with Teens.
12p. 1mf. L1 ED 369 073

Rockin' Readers Handbook.
29p. 1mf. L1 ED 369 052

Helping Kindergarten-Fifth Grade Open Library Programs Develop Strategies for Improving Parent Staffing.
116p. 2mf. L1 ED 369 387

Power Teaching; A Primary Role of the School Library Media Specialist. School Library Media Programs: Focus on Trends and Issues No. 14.
171p. 0mf. L3 ED 369 419

School Library Policy Statement. Revised.
8p. 1mf. L1 ED 369 396

Using Organizational Strategies and Parent-Student-Teacher Involvement To Increase Utilization of an Elementary School Media Center.
77p. 1mf. L1 ED 369 037

School Nurses

Developing Medical and Educational Partnerships in School Settings To Meet Health-Related and Educational Needs of Students Who Are Medically Fragile: How Can Rural Schools Catch That Elusive Rainbow?
9p. 1mf. L1 ED 369 613

School Organization

The Role of the Independent Sector in a Modern Democratic Society. An European View.
10p. 1mf. L1 ED 369 690

School Personnel

Measuring Changes in Salaries and Wages in Public Schools. Annual Edition .
41p. 0mf. L3 ED 369 161

School Policy

A Comprehensive Approach to Gender Equity.
5p. 1mf. L1 ED 369 640

Sustaining Innovation in Teaching and Learning.
4p. 1mf. L1 ED 369 446

School Responsibility

Tennessee's Education Policy: A Mid-Course Assessment.
17p. 1mf. L1 ED 369 731

School Restructuring

Chicago School Reform: The Nature and Origin of Basic Assumptions. Research and Policy Analysis Series No. 7.
73p. 1mf. L1 ED 369 870

National Network for Educational Renewal: Partner School Directory.
154p. 2mf. L1 ED 369 729

New Boundaries for School-Based Management: The High Involvement Model.
35p. 1mf. L1 ED 369 186

Planning for Change: A Source Book for Strategic Planning.
52p. 1mf. L1 ED 369 135

Restructuring Schools: Exploring School-Based Management and Empowerment Issues. A National Perspective.
11p. 1mf. L1 ED 369 157

School Based Improvement: Changes in AISD, 1992-93. Publication Number 93.32.
45p. 1mf. L1 ED 369 824

School Help: 105 Resources for Chicago School Improvement.
43p. 1mf. L1 ED 369 869

School Responses to State-Level Restructuring Legislation.
58p. 1mf. L1 ED 369 176

The Development of the Danish Folkeskole towards a School for All. Integration of Handicapped Pupils in the Mainstream School System.
15p. 1mf. L1 ED 369 245

Finding or Creating the Fun in Your Community or School: Places and Ways To Integrate Recreation Programs. Project REC.
54p. 1mf. L1 ED 369 203

Having Fun: What's In and What's Not. Project REC.
38p. 1mf. L1 ED 369 202

Inclusive Schools. Topical Bibliography on Inclusive Schools.
216p. 3mf. L1 ED 369 231

Integrating Summer Day Camps: A Process for City-Wide Change. Project REC.
23p. 1mf. L1 ED 369 205

Monograph on Inclusion: Ensuring Appropriate Services to Children and Youth with Emotional/Behavioral Disorders--1. Highlights from the Working Forum on Inclusion (St. Louis, Missouri, October 1, 1993).
44p. 1mf. L1 ED 369 243

Programming for Adolescents with Behavioral Disorders, Vol. 5.
183p. 2mf. L2 ED 369 192

Project REC: Integrated Social and Leisure Recreation Services for Students with Severe Disabilities. Final Report.
251p. 3mf. L1 ED 369 201

What Is Inclusion, Anyway? An Analysis of Organizational Position Statements.
22p. 1mf. L1 ED 369 234

Social Life

Intellect and Public Life: Essays on the Social History of Academic Intellectuals in the United States.
179p. 0mf. L3 ED 369 318

Social Mobility

The Mobility Strategies of Successful Hispanic High School Students.
14p. 1mf. L1 ED 369 862

Social Networks

Makin' a Life: Parenting in Families of Color.
12p. 1mf. L1 ED 368 870

Social Problems

Starting Points: Meeting the Needs of Our Youngest Children. The Report of the Carnegie Task Force on Meeting the Needs of Young Children.
153p. 2mf. L1 ED 369 562

Social Responsibility

Safe Environments for Our Children: The Home, the School, and the Community.
9p. 1mf. L2 ED 369 515

Social Services

Community of the Twenty-First Century.
23p. 1mf. L2 ED 369 482

Family Reunification Project.
17p. 1mf. L1 ED 369 490

A Joint Enterprise with America's Families To Ensure Student Success.
25p. 1mf. L2 ED 369 568

School-Linked Services.
5p. 1mf. L1 ED 369 575

SUCCESS Program Planning/Evaluation Report for 1992-93. Focus on

351p. 0mf. L3 ED 369 090

Team Learning. Training Packet for a Three-Session Workshop. Study of ABE/ESL Instructor Training Approaches.
132p. 2mf. L1 ED 368 947

Theory Meets Practice in Language Arts Assessment. ERIC Digest.
3p. 1mf. L1 ED 369 075

The Use of Video Disks: Computer Based Analysis of Works of Art.
14p. 1mf. L1 ED 369 687

Using a Continuous Assessment Approach To Enhance Third Grade Children's Writing Abilities.
101p. 2mf. L2 ED 369 079

Student Evaluation of Teacher Performance

Teaching Style. Annotated Bibliography of Tests.
44p. 1mf. L1 ED 369 804

Student Exchange Programs

Improving Teacher Education through International Cooperation and Partnership.
21p. 1mf. L1 ED 369 479

Student Financial Aid

Abuses in Federal Student Grant Programs. Hearings before the Permanent Subcommittee on Investigations of the Committee on Governmental Affairs, United States Senate, One Hundred Third Congress, First Session (October 27-28, 1993).
561p. 6mf. L1 ED 369 381

Agriculture, Forestry, Fishing, and Veterinary Science. Financial Assistance for Study after Standard 10.
47p. 1mf. L1 ED 369 336

Any Field of Study. Financial Assistance for Study after Standard 10.
139p. 2mf. L1 ED 369 330

Architecture and Building Sciences. Financial Assistance for Study after Standard 10.
40p. 1mf. L1 ED 369 335

Art, Music, and Design. Financial Assistance for Study after Standard 10.
41p. 1mf. L1 ED 369 333

Commerce and Administration. Financial Assistance for Study after Standard 10.
71p. 1mf. L1 ED 369 332

Engineering. Financial Assistance for Study after Standard 10.
73p. 1mf. L1 ED 369 331

Financial Assistance for Study after Standard 10: First Diplomas and Bachelor's Degrees. 1993/1994. Research Finding MN-141.
240p. 3mf. L1 ED 369 329

Financing Nontraditional Students: A Seminar Report.
96p. 1mf. L1 ED 369 423

Human Sciences, Languages, and Education. Financial Assistance for Study after Standard 10.
92p. 1mf. L1 ED 369 334

Medical and Related Fields. Financial Assistance for Study after Standard 10.
61p. 1mf. L1 ED 369 338

Natural, Mathematical, and Computer Sciences. Financial Assistance for Study after Standard 10.
78p. 1mf. L1 ED 369 337

Statistical Abstract of Higher Education in North Carolina, 1993-94.
279p. 3mf. L1 ED 369 376

The Student Guide: Financial Aid from the U.S. Department of Education, 1994-95.
61p. 1mf. L1 ED 369 365

Teachers and Images of Citizenship in Scandinavia during the 19th and 20th Centuries.
29p. 1mf. L1 ED 369 560

Three Models for Teaching and Learning.
17p. 1mf. L1 ED 369 752

Working Together: When Death Comes to School.
9p. 1mf. L1 ED 369 634

Teacher Salaries

Texas Teachers, Moonlighting, and Morale, 1980-1994.
29p. 1mf. L1 ED 369 744

Teacher Selection

Hiring the Right Next Generation of Faculty.
4p. 1mf. L1 ED 369 444

Portfolio Assessment in Teacher Evaluation: A Comparison of the Perspectives of General and Special Education Administrators and Teachers.
14p. 1mf. L1 ED 369 604

Sustaining Innovation in Teaching and Learning.
4p. 1mf. L1 ED 369 446

Teacher Shortage

Teacher Shortages and Surpluses in New York State: Perceptions of Rural Teaching Candidates and Administrators.
53p. 1mf. L1 ED 369 643

Teacher Student Relationship

Asian-American Children: What Teachers Should Know. ERIC Digest.
3p. 1mf. L1 ED 369 577

At-Risk Students: Portraits, Policies, Programs, and Practices.
440p. 0mf. L3 ED 369 849

Attitudes Toward School and School Adjustment, Preschool-Grade 3. Annotated Bibliography of Tests.
34p. 1mf. L1 ED 369 810

Challenging, Caring, and Connecting: Teaching and Reaching the College Student in the 1990s.
21p. 1mf. L1 ED 369 324

Classroom Interaction. Annotated Bibliography of Tests.
42p. 1mf. L1 ED 369 825

Collaboration in Assessment: Empowering the Individual Course Member.
14p. 1mf. L1 ED 369 275

Conflict Resolution with Young Children. AECA Resource Book Series, No. 2.
16p. 0mf. L3 ED 369 502

Learning To Listen, Learning To Teach. The Power of Dialogue in Educating Adults. Jossey-Bass Higher Adult Education Series.
202p. 0mf. L3 ED 368 926

Managing Classroom Discourse: An Examination of Teacher/Student Interaction.
26p. 1mf. L1 ED 369 116

Observations of Instructional Time in Kindergarten Classrooms: Suggestions for Improvement.
13p. 1mf. L1 ED 369 522

The Pedagogy of Hypertext.
14p. 1mf. L1 ED 369 126

Resource Rooms for Children: An Innovative Curricular Tool. ERIC Digest.
3p. 1mf. L1 ED 369 576

A Study of Teacher and Student Bonding.
62p. 1mf. L2 ED 369 747

Teacher Supervision

Fishing: How To Get People Back in Touch with the Land, or, Rurbanites: The Problem of Keeping Two Roosters in the Same Henhouse.
19p. 1mf. L1 ED 369 583

User Needs (Information)

Gateway to the Pacific Rim: Information Resources for the 21st Century. Association of Research Libraries, Minutes of the Meeting (122nd, Honolulu, Hawaii, May 1993).
211p. 3mf. L1 ED 369 406

International Students and American Academic Libraries: An Empowering Relation.
26p. 1mf. L1 ED 369 403

Users (Information)

Users' Perspectives on U.S. Government Information and Services on the Internet: A Summary from Two Seminars. A Report Prepared for The Information Infrastructure Task Force.
26p. 1mf. L1 ED 369 399

Values

Determinants of Ethnocentrism: A Study of the Relationship between Students' Exposure to Other Cultures and Their Attitudes toward Cultural Values.
80p. 1mf. L1 ED 369 117

Teaching Children to Care: Management in the Responsive Classroom.
306p. 4mf. L1 ED 369 531

Values Education

Teaching Children to Care: Management in the Responsive Classroom.
306p. 4mf. L1 ED 369 531

Values Should Be Taught in the Public Schools!
12p. 1mf. L1 ED 369 002

The "WHOOPS! Quotient" and the Wheel of Right Action: Interactive Methods for Teaching Ethics and Values in the Classroom.
25p. 1mf. L1 ED 369 123

Verbal Communication

Differential Predictions in Nonverbal and Verbal Communications for African American Students.
13p. 1mf. L1 ED 369 110

Nurturance of Infant and Toddler Language: Verbal Interactions in the Home Setting.
18p. 1mf. L1 ED 369 561

Verbal Development

Nurturance of Infant and Toddler Language: Verbal Interactions in the Home Setting.
18p. 1mf. L1 ED 369 561

Verbal Tests

Basic Skills. Annotated Bibliography of Tests.
70p. 1mf. L1 ED 369 793

Verbs

Reading Lab.
57p. 1mf. L1 ED 368 978

Structural Limits on Verb Mapping.
18p. 1mf. L1 ED 369 497

Veterans

Educating Adults. Jossey-Bass Higher Adult Education Series.
202p. 0mf. L3 ED 368 926

New Ideas about Self-Directed Learning.
246p. 0mf. L3 ED 368 924

Self-Directed Learning Dissertation Abstracts 1966-1991.
326p. 0mf. L3 ED 368 919

Self-Directed Learning: Application and Research.
400p. 0mf. L3 ED 368 922

Self-Directed Learning: Consensus & Conflict.
296p. 0mf. L3 ED 368 918

Self-Directed Learning: Emerging Theory & Practice.
135p. 0mf. L3 ED 368 916

Adult Literacy

Adult Literacy: Issues for Policy and Practice.
182p. 0mf. L3 ED 368 855

The Cafeteria Workers' Skills Enhancement Training Program. Performance Report.
22p. 1mf. L1 ED 368 957

Creating a Professional Workforce in Adult ESL Literacy. ERIC Digest.
4p. 1mf. L1 ED 369 308

Exercise: Benefits for Body and Mind. Student Workbook. Health Promotion for Adult Literacy Students: An Empowering Approach.
39p. 1mf. L1 ED 368 950

Family Literacy. Information Forum Publication #5.
12p. 1mf. L1 ED 369 394

First Aid: Helping Yourself, Helping Others. Student Workbook. Health Promotion for Adult Literacy Students: An Empowering Approach.
65p. 1mf. L1 ED 368 951

GAIN: Basic Education in a Welfare-to-Work Program. California's Greater Avenues for Independence Program.
257p. 3mf. L1 ED 368 915

Handbook of Adult Literacy Issues for Community Members.
30p. 1mf. L1 ED 368 893

Health Care Resources: You Are the Consumer. Student Workbook. Health Promotion for Adult Literacy Students: An Empowering Approach.
57p. 1mf. L1 ED 368 952

Health Insurance: The Facts You Need. Student Workbook. Health Promotion for Adult Literacy Students: An Empowering Approach.
39p. 1mf. L1 ED 368 953

The Meridian Partnership: A Model Workplace Literacy Project and Development Unit. Internal Evaluation Report, Final Report.
67p. 1mf. L1 ED 369 429

The New York City Adult Literacy Initiative. Final Report, 1991-92.
42p. 1mf. L1 ED 369 304

Nutrition: Eating for Better Health. Student Workbook. Health Promotion for Adult Literacy Students: An Empowering Approach.
57p. 1mf. L1 ED 368 954

Sexual Abuse: Facts for Discussion, Prevention, and Management. Student Workbook. Health Promotion for Adult Literacy Students: An Empowering Approach.
42p. 1mf. L1 ED 368 955

Worlds of Literacy. The Language and Education Library 5.
284p. 0mf. L3 ED 369 307

Adult Programs

Learning Enhancement for Adults with Disabilities. LEAD 2000 Congress Proceedings (Little Rock, Arkansas, January 29-31, 1993).
59p. 1mf. L1 ED 368 857

Business Correspondence

Business Writing.
142p. 2mf. L1 ED 368 981

Making the Point: Writing in the Workplace.
143p. 2mf. L1 ED 368 983

Business Education

AERA Vocational Education Special Interest Group Proceedings. American Educational Research Association Annual Meeting (New Orleans, Louisiana, April 4-8, 1994).
470p. 5mf. L1 ED 368 960

Assessing the Implementation of a State Wide Competency-Based Student Tracking System in Business Education.
22p. 1mf. L1 ED 369 818

Bilingual Information Processing--Autonomous Learning and Cross-Cultural Negotiating--the European Monetary Union Project at Aston University.
10p. 1mf. L1 ED 369 263

Business Education/Marketing. TLC Technology-Life-Careers 1993-94.
592p. 7mf. L1 ED 368 932

Expanding Horizons in Business Education. National Business Education Association Yearbook, No. 32.
185p. 2mf. L2 ED 368 961

Planning for International Business Programs: The Resources, Concepts, Strategies, and Practices.
17p. 1mf. L1 ED 368 909

Business English

Speech Acts Used in Business Meetings (And Elsewhere).
18p. 1mf. L1 ED 369 271

Business Responsibility

An Action Blueprint for Business: Forging New Partnerships To Make a Difference in Maternal and Child Health. Highlights of the Corporate Summit for Children (Washington, D.C., April 29-30, 1992).
69p. 1mf. L2 ED 369 559

Camping

Integrating Summer Day Camps: A Process for City-Wide Change. Project REC.
23p. 1mf. L1 ED 369 205

Campus Planning

The Alabama College System Statistical Profiles, 1992-93.
76p. 1mf. L1 ED 369 466

Educational Plant Survey, The Florida State University, March 15-19, 1993.
161p. 2mf. L1 ED 369 317

Campuses

Research and Intervention. Preventing Substance Abuse in Higher Education.
129p. 2mf. L1 ED 369 345

Canada Natives

Literacy Works, Volume 4, 1992-93.
127p. 2mf. L1 ED 369 306

Cardiovascular System

Mediating Influences on Serum Lipids among Postmenopausal Women.
19p. 1mf. L1 ED 369 740

Analysis of College Science Education Position Announcements.
9p. 1mf. L1 ED 369 650

The Bachelor's for Tenure: Analysis and Options. Fourth Draft.
26p. 1mf. L1 ED 369 422

Faculty Ethics: Expanding the AAUP Ethics Statement.
6p. 1mf. L1 ED 369 442

Hiring the Right Next Generation of Faculty.
4p. 1mf. L1 ED 369 444

Morality, Responsibility, and the University. Studies in Academic Ethics.
273p. 0mf. L3 ED 369 326

OATYC Journal, 1993-94.
98p. 2mf. L1 ED 369 450

An Overview of the Issues Surrounding Faculty Burnout.
20p. 1mf. L1 ED 369 373

The Pervasiveness of the "Psychology of Marginalization": Barriers to Institutional and Personal Development in a Multicultural Education Environment.
9p. 1mf. L1 ED 369 371

Scholarship Reconsidered and Its Impact on the Faculty Member.
11p. 1mf. L1 ED 369 372

A Study of Faculty Awareness of Students with Disabilities.
27p. 1mf. L1 ED 369 208

Writing for Publication: Are Junior Faculty Prepared?
8p. 1mf. L1 ED 369 374

College Freshmen

Excel: An Intensive and Structured Program of Advising and Academic Support To Assist Minority Freshmen To Succeed at a Large State University.
37p. 1mf. L1 ED 369 375

Five Years of DCS 101: An Empirical Analysis.
15p. 1mf. L1 ED 369 362

A Study of Sex Differences among Art Students on Spatial Abilities.
15p. 1mf. L1 ED 369 681

College Graduates

It's a Hard, Hard, Hard, Hard World!
19p. 1mf. L1 ED 368 997

The State of Human Capital in the U.S. South: 1980-90.
44p. 1mf. L1 ED 369 642

College Housing

Statistical Abstract of Higher Education in North Carolina, 1993-94.
279p. 3mf. L1 ED 369 376

College Instruction

An Analysis of the Integration of the Feminist Perspective in Research Methods Classes: Current Practices.
32p. 1mf. L1 ED 369 344

Challenging, Caring, and Connecting: Teaching and Reaching the College Student in the 1990s.
21p. 1mf. L1 ED 369 324

Improve the Quality of Instruction through Interdisciplinary Internationally Oriented Faculty Resource Teams.
105p. 2mf. L1 ED 369 309

OATYC Journal, 1993-94.
98p. 2mf. L1 ED 369 450

Using Faculty Peers To Improve Instruction in Diversified College Classrooms.
20p. 1mf. L1 ED 369 733

College Libraries

61p. 1mf. L1 ED 369 047

Prison Education and Offender Behavior: A Review of the Scientific Literature. Prision Education Research Project: Report 1.

25p. 1mf. L1 ED 369 677

Reconstructing Correctional Education on the Basis of New Critical Realities. Implications for Teachers, Administrators, and Policymakers.

38p. 1mf. L1 ED 368 931

Correctional Rehabilitation

Prison Education and Offender Behavior: A Review of the Scientific Literature. Prision Education Research Project: Report 1.

25p. 1mf. L1 ED 369 677

Cost Effectiveness

A Comparison of Traditional and Distance Education Models.

9p. 1mf. L1 ED 369 599

Research Summary: Year Round Schools May Not Be the Answer.

18p. 1mf. L1 ED 369 548

Cost Estimates

Costings of Different Programme Options for Junior Primary Upgrading and Community-Based Educare Provision.

48p. 1mf. L1 ED 369 494

Counseling Objectives

Working Together: When Death Comes to School.

9p. 1mf. L1 ED 369 634

Counseling Techniques

A Business Advisor's Guide to Counseling Theories.

15p. 1mf. L1 ED 369 008

Coaching and Counseling: Where To Draw the Line.

26p. 1mf. L1 ED 369 127

Counselor Performance

Ten Guidelines for Effective Counseling.

11p. 1mf. L1 ED 369 007

Counselor Role

Coaching and Counseling: Where To Draw the Line.

26p. 1mf. L1 ED 369 127

New Directions in Career Planning and the Workplace. Practical Strategies for Counselors.

198p. 0mf. L3 ED 368 854

Counselor Training

Training School and Rehabilitation Counselors To Provide Cooperative Transition Services.

6p. 1mf. L1 ED 369 638

Counties

West Virginia Kids Count Data Book: 1993 County Profiles of Child Well-Being.

185p. 2mf. L1 ED 369 524

Course Content

From the Axial Age to the New Age: Religion as a Dynamic of World History.

15p. 1mf. L1 ED 369 717

An Integrated, Cooperative Learning Oriented Freshman Civil Engineering Course: Computer Analysis in Civil Engineering.

Assistance with Integrity: The Search for Accountability and the Lives of People with Developmental Disabilities.
54p. 1mf. L1 ED 369 219

Child Care for Young Children with Disabilities.
9p. 1mf. L1 ED 369 593

A Comparison of Leisure and Recreational Activities for Adults with and without Mental Retardation.
9p. 1mf. L1 ED 369 606

Positive Approaches: A Sexuality Guide for Teaching Developmentally Disabled Persons.
112p. 2mf. L2 ED 369 215

Safeguards.
19p. 1mf. L1 ED 369 220

Developmental Programs

Early Childhood Development Programs in Latin America: Toward Definition of an Investment Strategy. A View from LATHR, No. 32.
64p. 1mf. L2 ED 369 501

National Association for Development Education Annual Conference Proceedings (16th, San Antonio, Texas, February 26-March 1, 1992).
43p. 1mf. L1 ED 369 322

National Association for Developmental Education Annual Conference Proceedings (17th, Washington, D.C., March 17-21, 1993).
42p. 1mf. L1 ED 369 323

Developmental Stages

Rockin' Readers Handbook.
29p. 1mf. L1 ED 369 052

The Socialization Process of Student Teachers: A Descriptive Study.
44p. 1mf. L1 ED 369 745

Starting Solids: A Guide for Parents and Child Care Providers.
6p. 1mf. L1 ED 369 491

Developmental Studies Programs

Foundations and Contexts of Developmental Education in Higher Education.
70p. 1mf. L1 ED 369 438

Developmental Tasks

Developmental Scales for Preschool Children. Annotated Bibliography of Tests.
77p. 1mf. L1 ED 369 833

Infant Development. Annotated Bibliography of Tests.
59p. 1mf. L1 ED 369 832

Piagetian Measures. Annotated Bibliography of Tests.
29p. 1mf. L1 ED 369 796

Diagnostic Teaching

Motivation To Learn: From Theory to Practice. Second Edition.
292p. 0mf. L3 ED 369 773

Diagnostic Tests

Algebra Tests. Annotated Bibliography of Tests.
31p. 1mf. L1 ED 369 792

Biology Achievement. Annotated Bibliography of Tests.
22p. 1mf. L1 ED 369 794

Geometry. Annotated Bibliography of Tests.
38p. 1mf. L1 ED 369 785

German - Foreign Language. Annotated Bibliography of Tests.
13p. 1mf. L1 ED 369 786

Testing and Assessment in Vocational Education. Background Paper.
127p. 2mf. L1 ED 368 908

Towards ESP Programmes in Technical and Vocational Institutions in Malaysia.
14p. 1mf. L1 ED 369 286

Tracking Our Schools, 1992: Strategies for Achieving Educational Goals. Kentucky's Annual Report to the President.
30p. 1mf. L1 ED 369 131

Year-Round Education in the Woodburn School District.
134p. 2mf. L1 ED 369 141

Educational Cooperation

Inclusion: The Key to Success.
8p. 1mf. L1 ED 369 617

The New Circles of Learning: Cooperation in the Classroom and School.
118p. 2mf. L2 ED 369 146

Rural Partnerships: Working Together. Proceedings of the Annual National Conference of the American Council on Rural Special Education (ACRES) (14th, Austin, Texas, March 23-26, 1994).
477p. 5mf. L1 ED 369 587

Educational Counseling

Learning Enhancement for Adults with Disabilities. LEAD 2000 Congress Proceedings (Little Rock, Arkansas, January 29-31, 1993).
59p. 1mf. L1 ED 368 857

Prototype Matching and Striving for Future Selves: Information Management Strategies in the Transition to College.
35p. 1mf. L1 ED 369 328

Educational Development

Annual Adult Education Research Conference (AERC) Proceedings (33rd, Saskatoon, Saskatchewan, Canada, May 15-17, 1992). Revised Edition.
389p. 5mf. L1 ED 368 856

The Contribution of Education to Cultural Development.
26p. 1mf. L1 ED 369 699

The History of Education in North Carolina.
29p. 1mf. L1 ED 369 713

New Cultural Dimensions and New Educational Approaches: Problems and Perspectives.
11p. 1mf. L1 ED 369 698

"The State of 'Education and Development': New Directions." International Conference (Cairo, Egypt, November 22-25, 1993). Book of Abstracts.
106p. 2mf. L1 ED 369 726

Educational Diagnosis

Learning Enhancement for Adults with Disabilities. LEAD 2000 Congress Proceedings (Little Rock, Arkansas, January 29-31, 1993).
59p. 1mf. L1 ED 368 857

National Resources for Adults with Learning Disabilities.
34p. 1mf. L1 ED 368 899

Educational Discrimination

Bigotry, Prejudice, and Hatred: Definitions, Causes, and Solutions. Contemporary Issues Series.
243p. 0mf. L3 ED 369 874

Educational Economics

Improving Education Productivity through a Focus on Learners.
14p. 1mf. L1 ED 369 174

160p. 2mf. L1 ED 369 761
First Year Teaching Experiences of Early Childhood Urban Teachers.
20p. 1mf. L1 ED 369 856
Teachers and the Education of the People: Elementary School Teachers and Images of Citizenship in Scandinavia during the 19th and 20th Centuries.
29p. 1mf. L1 ED 369 560
Elementary Schools

Inclusive Education in Billings, Montana: A Prototype for Rural Schools.
6p. 1mf. L1 ED 369 636
Elementary Secondary Education

Hearing on the Reauthorization of the Elementary, Secondary, and Vocational Education Act. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, One Hundred Third Congress, First Session (York Springs, Pennsylvania, April 30, 1993).
80p. 1mf. L1 ED 369 485
Higher Education and the Schools: A Call to Action and Strategy for Change.
12p. 1mf. L1 ED 369 356
Eligibility

The Effects of Higher Loan Limits and Need Analysis Changes on FFELP Borrowing in Pennsylvania, July to December 1992 to 1993.
27p. 1mf. L1 ED 369 368
Introduction to Modern Women in Sports: Beyond Winning.
10p. 1mf. L1 ED 369 736
Emotional Abuse

The Universality of Emotional Child Abuse.
19p. 1mf. L1 ED 369 003
Emotional Development

Dissociation and the Development of Psychopathology.
19p. 1mf. L1 ED 369 188
Promoting Social and Emotional Development in Deaf Children. The PATHS Project.
250p. 0mf. L3 ED 369 237
A Study of Teacher and Student Bonding.
62p. 1mf. L2 ED 369 747
Emotional Disturbances

The Children's Mental Health Integrated Fund: A Preliminary Report.
158p. 2mf. L1 ED 369 222
Dissociation and the Development of Psychopathology.
19p. 1mf. L1 ED 369 188
The Effect of Self-Recording and Self-Recording Plus Self-Reinforcement on Spelling Achievement.
30p. 1mf. L1 ED 369 190
An Integrated Children's Mental Health System: Coordinating the Needs of Children with Multiple Problems: Children's Integrated Fund Task Force Report to the Minnesota Legislature..
122p. 2mf. L1 ED 369 223
Monograph on Inclusion: Ensuring Appropriate Services to Children and Youth with Emotional/Behavioral Disorders--1. Highlights from the Working Forum on Inclusion (St. Louis, Missouri, October 1, 1993).
44p. 1mf. L1 ED 369 243

Family Violence

Violence and Hate in the Family and Neighborhood: New Perspectives, Policy and Programs.
422p. 5mf. L1 ED 369 536

Fashion Industry

National Workplace Literacy Program. Garment-Related Bilingual (English and Chinese) Broadcast Lessons. Book 1 and 2.
110p. 2mf. L1 ED 369 305

Fatherless Family

Women Work, Poverty Persists: A Status Report on Displaced Homemakers & Single Mothers in the United States.
77p. 1mf. L2 ED 369 029

Federal Aid

Abuses in Federal Student Grant Programs. Hearings before the Permanent Subcommittee on Investigations of the Committee on Governmental Affairs, United States Senate, One Hundred Third Congress, First Session (October 27-28, 1993).
561p. 6mf. L1 ED 369 381

Hearing on the Reauthorization of the Elementary, Secondary, and Vocational Education Act. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, One Hundred Third Congress, First Session (York Springs, Pennsylvania, April 30, 1993).
80p. 1mf. L1 ED 369 485

Monitoring of Childcare Fees: Prices Surveillance Authority Monitoring Report No. 13.
57p. 1mf. L2 ED 369 533

Partners in Creating a 21st Century Head Start. Hearing on Detailing the Recommendations Made in the Report of the Committee on Head Start Quality and Expansion in Preparation for the 1994 Head Start Reauthorization Process, before the Committee on Laborand Human Resources. United States Senate. One Hundred Third Congress, First Session.
63p. 1mf. L1 ED 369 566

Federal Government

Federal Policy Options for Improving the Education of Low-Income Students. Volume III. Countering Inequity in School Finance.
58p. 1mf. L1 ED 369 868

Improving America's Schools Act of 1994. Report on H.R. 6 Together with Minority, Supplemental, and Additional Views Committee on Education and Labor, House of Representatives, 103rd Congress, 2d session.
737p. 8mf. L1 ED 369 147

Making Government Work: Electronic Delivery of Federal Services.
188p. 2mf. L1 ED 369 405

The Origins and Development of the National Training Center, 1976-1984. TRADOC Historical Monograph Series.
193p. 3mf. L1 ED 369 659

Federal Legislation

CCAC Family Support Watch Audioconference Series: Summary of Proceedings (April-September 1993).
52p. 1mf. L1 ED 369 554

A Compilation of Federal Education Laws. Volume III--Higher Education, As Amended through March 1994. Prepared for the Use of the Committee on Education and Labor of the U.S. House of Representatives and for the Use of the Committee on Labor and Human Resources of the United States Senate, One Hundred Third

High Achievement

Attitudes and Opinions from the Nation's High Achieving Teens. 24th Annual Survey of High Achievers.
163p. 2mf. L1 ED 368 995

High Risk Students

Alternative Conceptualizations.
85p. 1mf. L1 ED 369 662

At-Risk Students: Portraits, Policies, Programs, and Practices.
440p. 0mf. L3 ED 369 849

Changing Lives: Report of the Implementation of the Reading Recovery Program on the North Coast, NSW, 1991.
130p. 2mf. L1 ED 369 051

Chapter 1: Creating Opportunities for Success. Strengthening Instruction for At-Risk Students through In-Class Services.
27p. 1mf. L1 ED 369 847

Chicago School Reform: The Nature and Origin of Basic Assumptions. Research and Policy Analysis Series No. 7.
73p. 1mf. L1 ED 369 870

Climbing Out from Between a Rock and a Hard Place: Responding to the Challenges of the At-Risk Student.
4p. 1mf. L1 ED 369 445

Cognitive-Behavioral Therapy: Applications for African-American Middle School At-Risk Students.
25p. 1mf. L1 ED 369 859

Computerized Reading Instruction for Remediating Deficiencies of Slow Learners: Our Forgotten At-Risk Elementary Students.
54p. 1mf. L1 ED 369 040

A Cooperative Family Literacy Project. Special Demonstration Project.
15p. 1mf. L1 ED 368 875

Excel: An Intensive and Structured Program of Advising and Academic Support To Assist Minority Freshmen To Succeed at a Large State University.
37p. 1mf. L1 ED 369 375

Gay Teens at Risk. Fastback 357.
37p. 1mf. L1 ED 368 996

Intergenerational Entrepreneurship in an Educational Setting.
9p. 1mf. L1 ED 369 597

Keeping High-Risk Chicano Students in School: Lessons from a Los Angeles Middle School Dropout Prevention Program.
56p. 1mf. L1 ED 369 582

LAP Reading Program: Every Child a Reader. UKERA Occasional Papers #0006.
45p. 1mf. L1 ED 369 550

National Association for Development Education Annual Conference Proceedings (16th, San Antonio, Texas, February 26-March 1, 1992).
43p. 1mf. L1 ED 369 322

New Horizons Program Planning/Evaluation Report for 1992-93. Focus on Program Evaluation.
53p. 1mf. L1 ED 369 855

A Plan to Implement a Pre-Military Development Program.
315p. 4mf. L1 ED 368 894

Preventing Language Disadvantage in the Child during the Process of Language Acquisition.
9p. 1mf. L1 ED 369 260

Rockin' Readers Coordinator Handbook.
29p. 1mf. L1 ED 369 053

Rockin' Readers Handbook.
29p. 1mf. L1 ED 369 052

Rural Partnerships: Working Together. Proceedings of the Annual National Conference of the American Council on Rural Special

Development Communication Report, 1993.
69p. 1mf. L1 ED 369 412

The Effects of Three Seating Arrangements on Teachers' Use of Selective Interactive Verbal Behaviors.
26p. 1mf. L1 ED 369 757

Four-Way Supervision: Weaving the Voices, Unweaving the Strands.
23p. 1mf. L1 ED 369 748

Systematic Observation Techniques. Annotated Bibliography of Tests.
44p. 1mf. L1 ED 369 826

Interactive Video

Deaf Education Using Interactive Television.
19p. 1mf. L1 ED 369 598

The Use of Video Disks: Computer Based Analysis of Works of Art.
14p. 1mf. L1 ED 369 687

Intercollegiate Cooperation

Building Bridges: Articulating Writing Programs between Two-and Four-Year Colleges.
11p. 1mf. L1 ED 369 348

Special Education Administrator Training: Meeting Market Needs through Collaboration in Northern New England.
7p. 1mf. L1 ED 369 624

Intercultural Communication

The Classroom as a Third-Culture: Contemporary Perspectives Regarding Multicultural Communication Education.
20p. 1mf. L1 ED 369 112

Intercultural Programs

Experience America: A Guide to Enhancing the Process of Living and Learning in the United States for Jefferson Fellows and Associates with the U.S. Agency for International Development.
31p. 1mf. L1 ED 369 369

Making the Most of World Wise Schools: An Activity Guide for Teachers.
87p. 1mf. L2 ED 369 712

Interdisciplinary Approach

The Dream Team! A Multi-Level Curriculum for Developing a Rural Transdisciplinary Team Training Model.
12p. 1mf. L1 ED 369 592

E.C.I.A. Chapter 1 Children's Art Carnival Creative Reading Program 1992-93. OREA Report.
59p. 1mf. L1 ED 369 059

The Evaluation of Creative Behaviors.
39p. 1mf. L1 ED 369 539

Improve the Quality of Instruction through Interdisciplinary Internationally Oriented Faculty Resource Teams.
105p. 2mf. L1 ED 369 309

Integrated Teaching Units: Focusing an Elementary Methods Block Program on Social Studies and Science.
25p. 1mf. L1 ED 369 680

Interdisciplinary Learning and the Arts: An Annotated Bibliography, July 1993. Second Edition.
33p. 1mf. L1 ED 369 707

Multivariate and Descriptive Discriminant Analysis of Multidisciplinary Approaches to Integrating Mathematics, Science, and Technology Education in the High School.
22p. 1mf. L1 ED 368 936

Perspectives on Interdisciplinary Education. A Focus Group Study Conducted at the Minnesota Center for Arts Education.
46p. 1mf. L1 ED 369 706

Learning Resources Centers

Power Teaching; A Primary Role of the School Library Media Specialist. School Library Media Programs: Focus on Trends and Issues No. 14.
171p. 0mf. L3 ED 369 419

Using Organizational Strategies and Parent-Student-Teacher Involvement To Increase Utilization of an Elementary School Media Center.
77p. 1mf. L1 ED 369 037

Learning Strategies

Learner Support Strategies: An Integrated Approach.
30p. 1mf. L1 ED 369 463

Learning Together and Alone. Cooperative, Competitive, and Individualistic Learning. Fourth Edition.
292p. 0mf. L3 ED 369 778

Literacy Project for Adults with Learning Disabilities.
46p. 1mf. L1 ED 368 881

The Mobility Strategies of Successful Hispanic High School Students.
14p. 1mf. L1 ED 369 862

The New Circles of Learning: Cooperation in the Classroom and School.
118p. 2mf. L2 ED 369 146

S.T.A.R. Junior First Aid. An Easy-To-Read Manual for Children and Adults. Revised Edition.
44p. 0mf. L3 ED 369 777

Student Motivation.
5p. 1mf. L1 ED 369 142

Legal Problems

Student Legal Issues. Final Report.
365p. 4mf. L1 ED 368 885

Legislation

CSCE and Information: Proceedings of a Seminar of Experts (Tampere, Finland, April 24-27, 1992). Publications Series B 36/1992.
183p. 2mf. L1 ED 369 119

Leisure Education

A Comparison of Leisure and Recreational Activities for Adults with and without Mental Retardation.
9p. 1mf. L1 ED 369 606

Project REC: Integrated Social and Leisure Recreation Services for Students with Severe Disabilities. Final Report.
251p. 3mf. L1 ED 369 201

Leisure Time

The Community Leisure Facilitator. Project REC.
36p. 1mf. L1 ED 369 204

Finding or Creating the Fun in Your Community or School: Places and Ways To Integrate Recreation Programs. Project REC.
54p. 1mf. L1 ED 369 203

Having Fun: What's In and What's Not. Project REC.
38p. 1mf. L1 ED 369 202

Lesbianism

Gay Teens at Risk. Fastback 357.
37p. 1mf. L1 ED 368 996

Lesson Plans

The Adult Learner. Training Packet for a Three-Session Workshop.

Mexican American Education

Keeping High-Risk Chicano Students in School: Lessons from a Los Angeles Middle School Dropout Prevention Program.
56p. 1mf. L1 ED 369 582

Mexican Americans

Building Positive Relationships on the Border with Parents of Special Students: Effective Practices for the I.E.P.
6p. 1mf. L1 ED 369 627

The Collaborative Nature of Language Learning and Meaning Making in Mexican-American Bilingual Kindergarteners' Storybook Discussions.
32p. 1mf. L2 ED 369 261

Middle Class

Middle Class Squeeze. The Tomas Rivera Center Policy Brief.
4p. 1mf. L2 ED 369 846

Middle Management

Users' Perspectives on U.S. Government Information and Services on the Internet: A Summary from Two Seminars. A Report Prepared for The Information Infrastructure Task Force.
26p. 1mf. L1 ED 369 399

Middle Schools

Exploratory Programing in Georgia's Middle Schools.
9p. 1mf. L1 ED 369 538

Life Stress and Reading Comprehension Test Scores in the Middle School Student.
42p. 1mf. L1 ED 369 057

Profile of Georgia Schools in the Middle: A Research Report.
28p. 1mf. L1 ED 369 493

Migrant Education

The Extended Family: An Educational Program for the Seasonal and Migrant Farm Worker.
15p. 1mf. L1 ED 369 625

Mild Disabilities

Engineering the Classroom To Promote Inclusion.
7p. 1mf. L1 ED 369 614

Skills for Drug-Free Living Curriculum Guide. Future Quest.
269p. 3mf. L1 ED 369 250

Military Schools

Coast Guard. Cost for the Naval Academy Preparatory School and Profile of Military Enrollment. Report to the Congressional Committees.
18p. 1mf. L1 ED 368 959

Military Training

Military Training. Lessons Learned and Their Implications for the Future. Testimony before the Subcommittee on Military Forces and Personnel, Committee on Armed Services, House of Representatives.
17p. 1mf. L1 ED 368 897

The Origins and Development of the National Training Center, 1976-1984. TRADOC Historical Monograph Series.
193p. 3mf. L1 ED 369 659

A Plan to Implement a Pre-Military Development Program.
315p. 4mf. L1 ED 368 894

Minicourses

Parent School Relationship

ADHD Training Modules for Rural Health Care Providers, Educators and Parents.
10p. 1mf. L1 ED 369 632

Building Positive Relationships on the Border with Parents of Special Students: Effective Practices for the I.E.P.
6p. 1mf. L1 ED 369 627

The Family Involvement Triangle: A School-Home Collaborative Model. Project APIP.
35p. 1mf. L1 ED 369 212

For Our Children: Parents & Families in Education. Results of the National Parent Involvement Summit (April 1992).
20p. 1mf. L1 ED 369 495

Head Start Parent Involvement: Vision, Opportunities and Strategies.
21p. 1mf. L1 ED 369 543

Impediments to a Project-Based and Integrated Curriculum: A Qualitative Study of Curriculum Reform.
34p. 1mf. L1 ED 369 185

Parents and Schools: From Visitors to Partners. NEA School Restructuring Series.
105p. 2mf. L2 ED 369 499

Partners for Transition: Preparing Students for the Future.
9p. 1mf. L1 ED 369 611

Parent Student Relationship

Asian-American Children: What Teachers Should Know. ERIC Digest.
3p. 1mf. L1 ED 369 577

Parent Teacher Cooperation

Parents and Schools: From Visitors to Partners. NEA School Restructuring Series.
105p. 2mf. L2 ED 369 499

Strengthening Parents and Families during the Early Childhood Years.
489p. 6mf. L2 ED 369 557

Parenting Skills

A Cooperative Family Literacy Project. Special Demonstration Project.
15p. 1mf. L1 ED 368 875

Parents

Even Start Family Literacy Program Evaluation, Oklahoma City Public Schools, 1992-93.
53p. 1mf. L2 ED 369 512

Parents as Teachers

For Our Children: Parents & Families in Education. Results of the National Parent Involvement Summit (April 1992).
20p. 1mf. L1 ED 369 495

HIPPY: Home Instruction Program for Preschool Youngsters. Proceedings of the HIPPY International Research Seminar (1st, Jerusalem, Israel, December 16-19, 1991).
48p. 1mf. L1 ED 369 481

Parents and Schools: From Visitors to Partners. NEA School Restructuring Series.
105p. 2mf. L2 ED 369 499

Part Time Faculty

Part-Time Faculty: Here Today, Not Gone Tomorrow, or Professional Development of Part-Time Faculty and the Changing Role of Division Chairpersons.

30p. 0mf. L3 ED 369 355

Creating a Professional Workforce in Adult ESL Literacy. ERIC Digest.
4p. 1mf. L1 ED 369 308

Impact of the Winthrop Writing Institute on Participants' Teaching and Writing 1981 through 1989.
49p. 1mf. L1 ED 369 087

Instructors as Investors: A Collegial Conspiracy To Improve Classroom Instruction.
9p. 1mf. L1 ED 369 464

Part-Time Faculty: Here Today, Not Gone Tomorrow, or Professional Development of Part-Time Faculty and the Changing Role of Division Chairpersons.
10p. 1mf. L1 ED 369 428

Perspectives on Your Chances for Journal Publication.
8p. 1mf. L1 ED 369 077

Professional Development in Education: In Search of the Optimal Mix.
36p. 1mf. L1 ED 369 181

Regionalized Parent and Staff Development: The Rural California Model (RRCM).
8p. 1mf. L1 ED 369 631

Teacher Study Groups As a Means of Rural Professional Development.
6p. 1mf. L1 ED 369 600

Teachers Collaboratively Writing about Their Curricular Activism.
19p. 1mf. L1 ED 369 100

Writing for Publication: Are Junior Faculty Prepared?
8p. 1mf. L1 ED 369 374

Professional Education

Career Ladder Approach to Training for Community Facilities Personnel and Paraeducators in the State of North Dakota.
11p. 1mf. L1 ED 369 591

Higher Education Faculty Institute Multidisciplinary Inservice Model Demonstration Project. Final Report.
984p. 11mf. L1 ED 369 224

Professional Recognition

Reform and Early Childhood Education: Making Teacher Preparation Professional and Relevant.
25p. 1mf. L1 ED 369 516

Professional Training

Evaluation of Communication Training Effectiveness in the Workplace: A Case Study.
24p. 1mf. L1 ED 369 120

Professors

Analysis of College Science Education Position Announcements.
9p. 1mf. L1 ED 369 650

Profiles

Educational Record and Report Forms. Annotated Bibliography of Tests.
22p. 1mf. L1 ED 369 802

Program Administration

Directing a Basic Writing Program: Encouraging Diversity among Students and Instructors.
21p. 1mf. L1 ED 369 085

Human Resources Development in the Management of English Language Programs: An Introduction for Teachers.
17p. 1mf. L1 ED 369 277

Trade Books Used in the Teaching of Reading.
10p. 1mf. L1 ED 369 055

Reading Materials

A New Look: Basals of the Nineties.
67p. 1mf. L1 ED 369 045

Reading Processes

Content Area Reading: An Integrated Approach. Fourth Edition.
370p. 0mf. L3 ED 369 049

Reading in the Content Areas: Improving Classroom Instruction. Third Edition.
478p. 0mf. L3 ED 369 050

Wholistic Assessment of Proficient Second Language Readers.
22p. 1mf. L1 ED 369 033

Reading Programs

Diagnostic Reading Program: Diagnostic Teaching in a Language Learning Framework: 5.
164p. 2mf. L1 ED 369 054

Family Literacy. Information Forum Publication #5.
12p. 1mf. L1 ED 369 394

Introducing Newbery Winners and Honor Books to Hispanic Fourth and Fifth Graders through a Recreational Reading Program.
78p. 1mf. L1 ED 369 042

LAP Reading Program: Every Child a Reader. UKERA Occasional Papers #0006.
45p. 1mf. L1 ED 369 550

National Survey of Reading Programs for Incarcerated Juvenile Offenders.
61p. 1mf. L1 ED 369 047

A Read Aloud Program That Encourages Parent Participation in Schools.
8p. 1mf. L1 ED 369 596

Reading Skills

Division of High Schools: Public Law 100.297 (Formerly 89-313): Instructional Support Program, 1992-93. OREA Evaluation Report.
26p. 1mf. L1 ED 369 211

Getting the Point: Reading in the Workplace.
69p. 1mf. L1 ED 368 977

Improving the Reading Comprehension Skills of Unmotivated Fifth Grade Students through Literature-Based Instruction.
65p. 1mf. L1 ED 369 074

Improving the Reading Skills of Ninth Grade Underachievers by Instilling a Desire To Read.
88p. 1mf. L2 ED 369 038

A New Look: Basals of the Nineties.
67p. 1mf. L1 ED 369 045

Reading Strategies

Getting the Point: Reading in the Workplace.
69p. 1mf. L1 ED 368 977

Reading Teachers

The Roots of Reading: Preserving the Heritage of a Profession through Oral History Projects.
23p. 1mf. L1 ED 369 072

Reading Tests

Basic Skills. Annotated Bibliography of Tests.
70p. 1mf. L1 ED 369 793

Reading Writing Relationship

School Role

The Influence of Lead Exposure and Toxicity to Children's Neurological Development and School Performance.
10p. 1mf. L1 ED 369 630

Province of British Columbia Ministry of Education Annual Report. July 1, 1990 to June 30, 1991.
82p. 1mf. L1 ED 369 660

School Safety

Caring Schools, Caring Communities: An Urban Blueprint for Comprehensive School Health and Safety.
35p. 1mf. L2 ED 369 876

Hate Crime: The Rise of Hate Crime on School Campuses.
7p. 1mf. L1 ED 368 994

Safer Schools Program Assessment Report.
75p. 1mf. L1 ED 369 148

Sanitation and Safety for School Food Service: Program Development. Bulletin No. 92408.
135p. 2mf. L1 ED 369 156

Urban School Safety: Strategies of the Great City Schools.
52p. 1mf. L2 ED 369 877

School Schedules

YRE Basics: History, Methods, Concerns, Future.
10p. 1mf. L1 ED 369 144

School Security

Preventing Youth Violence and Aggression and Promoting Safety in Schools.
27p. 1mf. L1 ED 368 989

Safer Schools Program Assessment Report.
75p. 1mf. L1 ED 369 148

Violence in Schools: An Overview. CRS Report for Congress.
12p. 1mf. L1 ED 369 159

School Size

YRE Basics: History, Methods, Concerns, Future.
10p. 1mf. L1 ED 369 144

School Statistics

Statistical Annex: National Report on Schooling in Australia, 1991.
94p. 1mf. L1 ED 369 667

School Supervision

History of Educational Supervision: Proposals and Prospects.
39p. 1mf. L1 ED 369 178

School Support

The Case for National Student Leadership on Community College Issues.
4p. 1mf. L1 ED 369 459

George Peabody's (1795-1869) Educational Legacy.
9p. 1mf. L1 ED 369 720

School Surveys

Parent Involvement: A Survey of Proficiencies of Principals and Teachers.
35p. 1mf. L1 ED 369 556

Schools of Education

American Association of Colleges for Teacher Education Briefing Book 1993.

Program Evaluation.
64p. 1mf. L1 ED 369 860
Social Status

Equity Issues in the Multicultural British Education System: Focus on a Group of Working Class Students That Reject the Limited Educational Opportunities in the Education System.
13p. 1mf. L1 ED 369 696
Social Structure

Politics and the Schools.
117p. 2mf. L1 ED 369 663
Social Studies

History Textbooks: A Standard and Guide. 1994-95 Edition.
64p. 1mf. L1 ED 369 709
Integrated Teaching Units: Focusing an Elementary Methods Block Program on Social Studies and Science.
25p. 1mf. L1 ED 369 680
Integrating Technology in the Classroom: Process Evaluation, Strategies and Issues.
22p. 1mf. L1 ED 369 392
Life in a Democratic Society: A Primary School Civics Course for Poland.
60p. 1mf. L1 ED 369 683
Linking Culture and Environment: What Can the Anasazi Tell Us?
27p. 1mf. L1 ED 369 679
Literature-Based Social Studies: Children's Books & Activities To Enrich the K-5 Curriculum.
149p. 0mf. L3 ED 369 708
Participatory Citizenship: A Learned Way of Living.
51p. 1mf. L1 ED 369 676
The Status of Social Studies in Louisiana Schools.
64p. 1mf. L1 ED 369 710
Social Values

Democracy and Education, Students and Schools.
32p. 1mf. L1 ED 369 173
Social Workers

Boysville of Michigan Family Reunification Project. Final Report, May 17, 1989 - June 30, 1991.
17p. 1mf. L1 ED 369 489
Socialization

The Socialization Process of Student Teachers: A Descriptive Study.
44p. 1mf. L1 ED 369 745
Sociocultural Patterns

The Universality of Emotional Child Abuse.
19p. 1mf. L1 ED 369 003
Socioeconomic Influences

Delayed Primary School Enrollment and Childhood Malnutrition in Ghana. An Economic Analysis.
46p. 1mf. L2 ED 369 571
Divided We Fall: The Declining Chance for College among Minnesota Youth from Low-Income Families and Communities of Color.
22p. 1mf. L1 ED 369 321
Sociopolitical Analyses.
108p. 2mf. L1 ED 369 665
Socioeconomic Status

Ways and Means: How Minnesota Families Pay for College.
188p. 2mf. L1 ED 369 327

Student Government

Voices from the Future: Students Speak Out on America's Emerging Leadership Crisis: Results of a Survey of "Century III Leaders," Scholarship Winning High School Seniors, and High School Seniors Nationwide.
132p. 2mf. L1 ED 369 170

Student Improvement

Chapter 1: Creating Opportunities for Success. Strengthening Instruction for At-Risk Students through In-Class Services.
27p. 1mf. L1 ED 369 847

Monitoring Student Progress. Training Packet for a Two-Session Workshop. Study of ABE/ESL Instructor Training Approaches.
96p. 1mf. L1 ED 368 945

Student Journals

Process and Social Aspects of Writing: Theory and Classroom Application.
19p. 1mf. L1 ED 369 288

Student Leadership

The Case for National Student Leadership on Community College Issues.
4p. 1mf. L1 ED 369 459

Leadership Retreats for Middle Level and Senior High School Students.
81p. 1mf. L2 ED 369 032

Student Loan Programs

Agriculture, Forestry, Fishing, and Veterinary Science. Financial Assistance for Study after Standard 10.
47p. 1mf. L1 ED 369 336

Any Field of Study. Financial Assistance for Study after Standard 10.
139p. 2mf. L1 ED 369 330

Architecture and Building Sciences. Financial Assistance for Study after Standard 10.
40p. 1mf. L1 ED 369 335

Art, Music, and Design. Financial Assistance for Study after Standard 10.
41p. 1mf. L1 ED 369 333

Commerce and Administration. Financial Assistance for Study after Standard 10.
71p. 1mf. L1 ED 369 332

The Effects of Higher Loan Limits and Need Analysis Changes on FFELP Borrowing in Pennsylvania, July to December 1992 to 1993.
27p. 1mf. L1 ED 369 368

Engineering. Financial Assistance for Study after Standard 10.
73p. 1mf. L1 ED 369 331

Financial Assistance for Study after Standard 10: First Diplomas and Bachelor's Degrees. 1993/1994. Research Finding MN-141.
240p. 3mf. L1 ED 369 329

Human Sciences, Languages, and Education. Financial Assistance for Study after Standard 10.
92p. 1mf. L1 ED 369 334

Medical and Related Fields. Financial Assistance for Study after Standard 10.
61p. 1mf. L1 ED 369 338

Natural, Mathematical, and Computer Sciences. Financial Assistance for Study after Standard 10.
78p. 1mf. L1 ED 369 337

Adapting the Six Category Intervention Analysis To Promote Facilitative Type Supervisory Feedback in Teaching Practice.
13p. 1mf. L1 ED 369 280

Teacher Supply and Demand

Critical Education Trends: A Poll of America's Urban Schools.
17p. 1mf. L2 ED 369 875

Recruitment and Retention of Minority Teachers in Vocational Education. ERIC Digest No. 144.
4p. 1mf. L1 ED 368 889

Status of Teacher Personnel in Utah 1992-1993.
201p. 3mf. L1 ED 369 759

Teachers

Educational Professionals' Understanding of the Inclusion Model of Special Education.
17p. 1mf. L2 ED 369 244

Teaching (Occupation)

Understanding Teacher Development.
243p. 0mf. L3 ED 369 784

Teaching Conditions

Understanding Teacher Development.
243p. 0mf. L3 ED 369 784

Teaching Experience

Teachers Learning from Teachers: Knowledge and Understanding in Collaborative Action Research.
31p. 1mf. L1 ED 369 756

Teaching Hospitals

State University of New York Health Science Center at Brooklyn: Selected Contracting and Expenditure Controls. Report 93-S-50.
30p. 1mf. L1 ED 369 361

State University of New York Stony Brook University Hospital: Selected Expenditure Controls. Report 92-S-66.
26p. 1mf. L1 ED 369 360

Teaching Methods

Abstracts of Literature in Self-Directed Learning 1966-1982.
168p. 0mf. L3 ED 368 920

Abstracts of Literature in Self-Directed Learning 1983-1991.
264p. 0mf. L3 ED 368 921

AERA Vocational Education Special Interest Group Proceedings. American Educational Research Association Annual Meeting (New Orleans, Louisiana, April 4-8, 1994).
470p. 5mf. L1 ED 368 960

American Indian/Alaska Native Education. Fastback No. 367.
42p. 1mf. L1 ED 369 585

Beyond the Dead-End Alley of Mass Education.
109p. 0mf. L3 ED 369 873

Changing Classroom Practices: Resources for Literary and Cultural Studies. Refiguring English Studies.
336p. 4mf. L1 ED 369 104

Chapter 1: Creating Opportunities for Success through Replacement Services. Chapter 1 Replacement Class Collaborative Teaming and Intensive Teaching Time. A Model for Student Success in Newark City Schools.
28p. 1mf. L1 ED 369 863

Creativity and Collaborative Learning: A Practical Guide to Empowering Students and Teachers.
432p. 0mf. L3 ED 369 547

Emerging Perspectives of Self-Directed Learning.

A Study of Some Psychological Correlates of HIV Positive Veterans.
10p. 1mf. L1 ED 369 020

Veterinarians

Veterinary Accreditation. A Reference Guide for Practitioners.
167p. 2mf. L1 ED 368 958

Veterinary Medical Education

Veterinary Accreditation. A Reference Guide for Practitioners.
167p. 2mf. L1 ED 368 958

Videodisks

The Use of Video Disks: Computer Based Analysis of Works of Art.
14p. 1mf. L1 ED 369 687

Videotape Recordings

Turning the Tables: Choose the Videos, Construct the Course.
20p. 1mf. L1 ED 369 270

Vietnam War

Mr. Stinson's Vietnam: Moral Ambiguity in the History Classroom. Teaching Cases in Cross-Cultural Education, No. 11.
30p. 1mf. L1 ED 369 701

Violence

The Culture of School Violence.
13p. 1mf. L1 ED 369 730

Preventing Youth Violence and Aggression and Promoting Safety in Schools.
27p. 1mf. L1 ED 368 989

Racism in Schools--New Research Evidence.
66p. 0mf. L3 ED 369 872

Safer Schools Program Assessment Report.
75p. 1mf. L1 ED 369 148

Violence and Hate in the Family and Neighborhood: New Perspectives, Policy and Programs.
422p. 5mf. L1 ED 369 536

Violence and Young Children's Development. ERIC Digest.
3p. 1mf. L1 ED 369 578

Violence in Schools: An Overview. CRS Report for Congress.
12p. 1mf. L1 ED 369 159

Visual Discrimination

Infant Memory for Primitive Perceptual Features.
12p. 1mf. L1 ED 369 483

Visual Impairments

Multi-University Consortium for Teacher Training: A Model for Pre-Service Training in Rural Areas.
6p. 1mf. L1 ED 369 615

Visual Literacy

Visual Literacy: A Neglected Component. Final Report.
52p. 1mf. L1 ED 368 888

Visualization

Scientific Visualization: A Synthesis of Historical Data.
17p. 1mf. L1 ED 369 651

Vocabulary

Enhancing Vocabulary Acquisition through Reading: A Hierarchy of Text-Related Exercise Types.
24p. 1mf. L1 ED 369 291

Marketing & Libraries Do Mix: A Handbook for Libraries and Information Centers.
201p. 3mf. L1 ED 369 395

The Place of the Humanities in Continuing Higher Education. ERIC Digest No. 145.
4p. 1mf. L1 ED 368 890

Planning Responsibly for Adult Education. A Guide to Negotiating Power and Interests. Jossey-Bass Higher and Adult Education Series.
208p. 0mf. L3 ED 368 927

Adult Reading Programs

Methods To Increase the Number of Successful Transfers between Programs by Students in Adult Literacy Programming. A Research Report.
110p. 2mf. L1 ED 368 853

Peer Tutoring in Adult Basic and Literacy Education. ERIC Digest No. 146.
4p. 1mf. L1 ED 368 891

Visual Literacy: A Neglected Component. Final Report.
52p. 1mf. L1 ED 368 888

Adult Students

On the Write Track. A 353 Special Project. Final Report.
107p. 2mf. L1 ED 368 882

Problems in Encoding and Retrieval Encountered by Non-traditional Students.
17p. 1mf. L1 ED 368 956

Working and Learning Together. European Initiatives with Older People. A Report of the Annual Conference of the Association for Educational Gerontology Held in 1993, the European Year of Older People and Solidarity between Generations (Glasgow, Scotland,United Kingdom, July 1-4, 1993).
50p. 1mf. L1 ED 368 966

Adult Vocational Education

Looking through Eyes of Compassion: Visible Minorities in SIAST.
44p. 1mf. L1 ED 368 907

Adults

National Resources for Adults with Learning Disabilities.
34p. 1mf. L1 ED 368 899

Advanced Placement

The Postsecondary Enrollment Options Program: A Research Report.
84p. 1mf. L1 ED 369 312

Advertising

Teaching Account Management.
32p. 1mf. L2 ED 369 109

Advisory Committees

A Love/Hate Relationship: Dissertation Topic to Doctoral Committee.
11p. 1mf. L1 ED 369 319

Advocacy

The Case for National Student Leadership on Community College Issues.
4p. 1mf. L1 ED 369 459

Aerobics

D.U.C.K. Walking.
149p. 2mf. L1 ED 369 776

Career Change

Addressing the Problems of First-Year Assistant Principals.
42p. 1mf. L1 ED 369 179
Career Counseling

It's a Hard, Hard, Hard, Hard World!
19p. 1mf. L1 ED 368 997
New Directions in Career Planning and the Workplace. Practical Strategies for Counselors.
198p. 0mf. L3 ED 368 854
Career Development

A Comprehensive Tech Prep Curriculum Model.
34p. 1mf. L2 ED 369 448
New Directions in Career Planning and the Workplace. Practical Strategies for Counselors.
198p. 0mf. L3 ED 368 854
Career Education

Tomorrow's Needs; Today's Challenges. Annual Aviation Education Forum (1st, Washington, D.C., June 18, 1993). Edited Proceedings.
32p. 1mf. L1 ED 368 868
Career Exploration

Health Occupations Extended Campus Program.
49p. 1mf. L1 ED 369 648
Career Guidance

Academic Interest. Annotated Bibliography of Tests.
38p. 1mf. L1 ED 369 809
Career Ladders

Career Ladder Approach to Training for Community Facilities Personnel and Paraeducators in the State of North Dakota.
11p. 1mf. L1 ED 369 591
Evaluation of Utah Career Ladder Programs.
160p. 2mf. L1 ED 369 761
Career Planning

An Individual Career Plan for Students with Disabilities in Higher Education.
18p. 1mf. L1 ED 369 236
New Directions in Career Planning and the Workplace. Practical Strategies for Counselors.
198p. 0mf. L3 ED 368 854
Planning for Life: Career Planning Excellence in America, A National Policy Forum (Washington, D.C., August 4, 1993). Recognition Program: Summer 1994.
10p. 1mf. L1 ED 368 859
Case Studies

Getting Down to Cases. Learning To Teach with Case Studies.
207p. 0mf. L3 ED 369 783
When Teacher Educators Collaboratively Reflect on Their Practices: A Case Study on Teaching Cases.
25p. 1mf. L1 ED 369 768
Causal Models

Kantian Model of Moral Development.
17p. 1mf. L1 ED 369 813
Censorship

PC, No--An Examination of the Conservative Opposition to

Awards for University Administrators and Librarians 1994-96. ACU Awards Series.
30p. 0mf. L3 ED 369 355

College Outcomes Assessment

Assessment Issues in Higher Education.
88p. 1mf. L1 ED 369 370

Causes of College Retention: A Systems Perspective.
12p. 1mf. L1 ED 369 027

The Contradictory College: The Conflicting Origins, Impacts, and Futures of the Community College.
365p. 0mf. L3 ED 369 461

College Planning

Collaborative Learning Strategies for the 90s in the Development of Institutional Effectiveness.
10p. 1mf. L1 ED 369 456

Contemporary Campus Issues.
10p. 1mf. L1 ED 369 425

Sustaining Innovation in Teaching and Learning.
4p. 1mf. L1 ED 369 446

The Teaching Learning Enterprise: Miami-Dade Community College's Blueprint for Change.
200p. 0mf. L3 ED 369 454

College Preparation

Coast Guard. Cost for the Naval Academy Preparatory School and Profile of Military Enrollment. Report to the Congressional Committees.
18p. 1mf. L1 ED 368 959

College As a Transition Option for Students with Learning Disabilities.
8p. 1mf. L1 ED 369 637

College-Bound Digest. Valuable Information from Prominent Educators for All College-Bound Students.
57p. 1mf. L1 ED 369 013

The Pre-Engineering Curriculum Proceedings of the Annual CSU Conference on Innovation in Engineering Education. (1st, San Jose, California, April 26, 1991).
62p. 1mf. L1 ED 369 378

College Presidents

Gender and the Perception of the Community College President's Leadership.
277p. 0mf. L3 ED 369 431

College Programs

Towards a Methodology for Comparative Quality Assessment in European Higher Education. A Pilot Study on Economics in Germany, the Netherlands and the United Kingdom.
72p. 1mf. L2 ED 369 310

College Role

Moving Teaching and Learning into the Twenty-first Century through Community-Based Programming.
18p. 1mf. L1 ED 369 439

College School Cooperation

Academic Alliances, You Can Do It Too.
7p. 1mf. L1 ED 369 588

Breaking the Blame Cycle: A Small Partnership between Preservice Writing Teachers and Elementary Classrooms.
15p. 1mf. L1 ED 369 098

11p. 1mf. L1 ED 369 313

Teaching Gender Issues at a Women's College: A Male's Perspective.
9p. 1mf. L1 ED 369 114

Course Selection (Students)

Gender Differences in Course Selection Criteria: Academically Talented Students in an Intensive Summer Program.
43p. 1mf. L1 ED 369 721

Courseware

Art & Design Software Development Using IBM Handy (A Personal Experience).
14p. 1mf. L1 ED 369 697

EPIEgram: The Newsletter of Systemic Change, 1992-1993.
146p. 2mf. L1 ED 369 393

Software Buyer's Guide. 1993 Edition.
74p. 1mf. L1 ED 368 903

Creative Activities

E.C.I.A. Chapter 1 Children's Art Carnival Creative Reading Program 1992-93. OREA Report.
59p. 1mf. L1 ED 369 059

Creative Development

Creativity Training--A Practical Teaching Strategy.
7p. 1mf. L1 ED 369 621

Educators Look to the Poets and Artists: The Importance of Creative Visioning in Education.
15p. 1mf. L1 ED 369 688

Encouraging Symbolic Play in Young Children: A Guide for Developing Creative and Imaginative Experiences.
63p. 1mf. L1 ED 369 551

Creative Writing

Anthology of Inmate Art. Special Demonstration Project.
56p. 1mf. L1 ED 368 873

On the Write Track. A 353 Special Project. Final Report.
107p. 2mf. L1 ED 368 882

Creativity

Educators Look to the Poets and Artists: The Importance of Creative Visioning in Education.
15p. 1mf. L1 ED 369 688

The Evaluation of Creative Behaviors.
39p. 1mf. L1 ED 369 539

Creativity Research

Educators Look to the Poets and Artists: The Importance of Creative Visioning in Education.
15p. 1mf. L1 ED 369 688

The Evaluation of Creative Behaviors.
39p. 1mf. L1 ED 369 539

Crisis Intervention

Working Together: When Death Comes to School.
9p. 1mf. L1 ED 369 634

Criterion Referenced Tests

Annual Report on Student Achievement 1992-93. Publication Number 92.30.
73p. 1mf. L1 ED 369 823

Districtwide Norm-Referenced and Criterion-Referenced Tests Results, 1993: An Exploratory Data Analysis of the Relationship

Health and Physical Education. Annotated Bibliography of Tests.
27p. 1mf. L1 ED 369 787
Home Economics Tests. Annotated Bibliography of Tests.
31p. 1mf. L1 ED 369 789
Industrial Arts, Grades 7-12. Annotated Bibliography of Tests.
88p. 1mf. L1 ED 369 790
Intelligence--Individually Administered, Grades 4-6. Annotated Bibliography of Tests.
23p. 1mf. L1 ED 369 799
Piagetian Measures. Annotated Bibliography of Tests.
29p. 1mf. L1 ED 369 796

Diagrams

Using Informal Knowledge in Formal Domains: Intuitions and Notations Sometimes Clash.
44p. 1mf. L1 ED 369 822

Dialog Journals

Process and Social Aspects of Writing: Theory and Classroom Application.
19p. 1mf. L1 ED 369 288

Diffusion (Communication)

Teachers Learning from Teachers: Knowledge and Understanding in Collaborative Action Research.
31p. 1mf. L1 ED 369 756

Dining Facilities

Literacy on the Cafeteria Line: Evaluation of the Skills Enhancement Training Program.
83p. 1mf. L1 ED 368 933

Disabilities

Access and the Special Needs Student. Looking at Literacy Provision.
7p. 1mf. L1 ED 368 852
The ACCK Preservice Early Intervention Project. Final Report.
156p. 2mf. L1 ED 369 199
Availability of Data on School Completion Outcomes and Indicators. Technical Report 8.
45p. 1mf. L1 ED 369 228
Bridging Early Services for Children with Special Needs and Their Families: A Practical Guide for Transition Planning.
318p. 0mf. L3 ED 369 239
Can "All" Ever Really Mean "All" in Defining and Assessing Student Outcomes? Synthesis Report 5.
18p. 1mf. L1 ED 369 226
Classroom Behaviors of Students in Rural Mainstreamed Settings: A Comparison of Students with Disabilities and Their Normative Peers.
9p. 1mf. L1 ED 369 605
Coaching for Accomplishment. Project APIP.
21p. 1mf. L1 ED 369 213
Community Access Survey. Project REC.
14p. 1mf. L1 ED 369 206
The Community Leisure Facilitator. Project REC.
36p. 1mf. L1 ED 369 204
The Development of the Danish Folkeskole towards a School for All. Integration of Handicapped Pupils in the Mainstream School System.
15p. 1mf. L1 ED 369 245
Differential Aptitude Test: A Data Source for Reinforcement of Educational/Occupational Choices for Special Population Enrollees.

Educational Environment

Attitudes Toward School and School Adjustment, Grades 7 and Above. Annotated Bibliography of Tests.
70p. 1mf. L1 ED 369 812

Environments. Annotated Bibliography of Tests.
82p. 1mf. L1 ED 369 828

Keeping High-Risk Chicano Students in School: Lessons from a Los Angeles Middle School Dropout Prevention Program.
56p. 1mf. L1 ED 369 582

Resilient Students' Beliefs about Their Schooling Environment: A Possible Role in Developing Goals and Motivation.
21p. 1mf. L1 ED 369 817

Schools Coping with a Changing World.
22p. 1mf. L1 ED 369 175

Tertiary Students' Perceptions of Important Events That Occur in Their Learning Environments.
35p. 1mf. L1 ED 369 749

Educational Equity (Finance

Tracking Our Schools, 1992: Strategies for Achieving Educational Goals. Kentucky's Annual Report to the President.
30p. 1mf. L1 ED 369 131

Educational Equity (Finance)

Embedding Participation in Educational Finance Strategy: New Representations.
12p. 1mf. L1 ED 369 130

Federal Policy Options for Improving the Education of Low-Income Students. Volume III. Countering Inequity in School Finance.
58p. 1mf. L1 ED 369 868

The Future of School Finance.
21p. 1mf. L2 ED 369 132

A Primer to the Outstanding Schools Act.
25p. 1mf. L1 ED 369 165

Educational Facilities

The Alabama College System Statistical Profiles, 1992-93.
76p. 1mf. L1 ED 369 466

A Compilation of Federal Education Laws. Volume III--Higher Education, As Amended through March 1994. Prepared for the Use of the Committee on Education and Labor of the U.S. House of Representatives and for the Use of the Committee on Labor and Human Resources of the United States Senate, One Hundred Third Congress, Second Session. Committee Print.
735p. 8mf. L1 ED 369 325

Educational Facilities Planning

Back from the Future: Community Demands Reshape a College.
18p. 1mf. L1 ED 369 458

Educational Finance

Access and Affordability: Strategic Financial Perspectives for Independent Schools.
159p. 2mf. L2 ED 369 145

Administrative Flexibility Granted to the University of Hawaii and the Department of Education. Final Report to the Governor and the Legislative of the State of Hawaii.
32p. 1mf. L1 ED 369 166

Educational Funding and Student Achievement: You Be the Judge.
15p. 1mf. L1 ED 369 143

Embedding Participation in Educational Finance Strategy: New Representations.
12p. 1mf. L1 ED 369 130

Multicultural Issues in the Education of Students with Behavioral Disorders.
291p. 0mf. L3 ED 369 195

Programming for Adolescents with Behavioral Disorders, Vol. 5.
183p. 2mf. L2 ED 369 192

Secondary School Students Classified as Seriously Emotionally Disturbed: How Are They Being Served?
46p. 1mf. L1 ED 369 232

Self-Efficacy and Performance Ratings of Preservice Teachers in the Area of Emotional and Behavioral Disorders.
22p. 1mf. L1 ED 369 746

Staffing Systems of Care for Children and Families: A Report of the Southern Human Resource Development Consortium for Mental Health on Workforce Issues Related to Community-Based Service Delivery for Children and Adolescents with Serious Emotional Disturbance/Mental Illness and Their Families.
171p. 2mf. L1 ED 369 210

Toddlers and Their Mothers: Abridged Version for Parents and Educators.
243p. 0mf. L3 ED 369 508

Employed Women

Missouri Women Today...in Education...in Employment. 1991 Status Report.
55p. 1mf. L1 ED 369 684

The Role of Work Identity in Women's Adjustment to Divorce.
15p. 1mf. L1 ED 369 016

What Do Unions Do for Women? Research-in-Brief.
4p. 1mf. L1 ED 368 941

Employer Attitudes

Employer Follow-Up Survey, February-March 1994.
16p. 1mf. L1 ED 369 472

Employer Employee Relationship

Managing the Industrial Labor Relations Process in Higher Education.
373p. 0mf. L3 ED 369 377

Employer Supported Day Care

Child Care Project. Annual Report.
41p. 1mf. L1 ED 369 487

Employment

Teacher Education Follow-up Study, 1994.
26p. 1mf. L1 ED 369 766

Employment Level

The Impact of Restructuring on the Secretarial Profession. A Survey of Office Professionals.
27p. 1mf. L1 ED 368 900

Employment Opportunities

Employer Follow-Up Survey, February-March 1994.
16p. 1mf. L1 ED 369 472

The Impact of Restructuring on the Secretarial Profession. A Survey of Office Professionals.
27p. 1mf. L1 ED 368 900

Linking Foreign Language to Occupational Education in a Rural High School: Foreign Language with Criminal Justice and Travel & Tourism.
8p. 1mf. L1 ED 369 644

National Workplace Literacy Program. Garment-Related Bilingual (English and Chinese) Broadcast Lessons. Book 1 and 2.

Congress, Second Session. Committee Print.
735p. 8mf. L1 ED 369 325

Goals 2000: Educate America Act. Conference Report To Accompany H.R. 1804, House of Representatives, 103d Congress, 2d Session.
232p. 3mf. L1 ED 369 149

Hearing on the Reauthorization of the Elementary, Secondary, and Vocational Education Act. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, One Hundred Third Congress, First Session (York Springs, Pennsylvania, April 30, 1993).
80p. 1mf. L1 ED 369 485

Historically Black Colleges and Universities Historic Building Restoration and Preservation Act. Report Together with Dissenting Views To Accompany H.R. 2921 . House of Representatives, 103D Congress, 1st Session.
10p. 1mf. L1 ED 369 353

Improving America's Schools Act of 1994. Report on H.R. 6 Together with Minority, Supplemental, and Additional Views Committee on Education and Labor, House of Representatives, 103rd Congress, 2d session.
737p. 8mf. L1 ED 369 147

The Legal Framework for Parental Involvement in Indian Education.
12p. 1mf. L2 ED 369 641

Reauthorization of the Technology-Related Assistance for Individuals with Disabilities Act. Hearing before the Subcommittee on Select Education and Civil Rights of the Committee on Education and Labor. House of Representatives, One Hundred Third Congress, First Session (June 10, 1993).
127p. 2mf. L1 ED 369 248

Testing and Assessment in Vocational Education. Background Paper.
127p. 2mf. L1 ED 368 908

Veterinary Accreditation. A Reference Guide for Practitioners.
167p. 2mf. L1 ED 368 958

Federal Programs

The Effects of Higher Loan Limits and Need Analysis Changes on FFELP Borrowing in Pennsylvania, July to December 1992 to 1993.
27p. 1mf. L1 ED 369 368

Elementary School Children: Many Change Schools Frequently, Harming Their Education. Report to the Honorable Marcy Kaptur, House of Representatives.
56p. 1mf. L1 ED 369 526

Federal Policy Options for Improving the Education of Low-Income Students. Volume I, Findings and Recommendations.
86p. 1mf. L1 ED 369 843

Federal Policy Options for Improving the Education of Low-Income Students. Volume II, Commentaries.
319p. 4mf. L1 ED 369 844

Head Start: A Child Development Program.
20p. 1mf. L1 ED 369 563

Improving America's Schools Act of 1994. Report on H.R. 6 Together with Minority, Supplemental, and Additional Views Committee on Education and Labor, House of Representatives, 103rd Congress, 2d session.
737p. 8mf. L1 ED 369 147

Nutrition Programs for Children. ERIC Digest.
3p. 1mf. L1 ED 369 580

The Student Guide: Financial Aid from the U.S. Department of Education, 1994-95.
61p. 1mf. L1 ED 369 365

Federal Regulation

Safeguards.

Education (ACRES) (14th, Austin, Texas, March 23-26, 1994).
477p. 5mf. L1 ED 369 587

SUCCESS Program Planning/Evaluation Report for 1992-93. Focus on Program Evaluation.
64p. 1mf. L1 ED 369 860

Toddlers and Their Mothers: Abridged Version for Parents and Educators.
243p. 0mf. L3 ED 369 508

High School Equivalency Programs

The Extended Family: An Educational Program for the Seasonal and Migrant Farm Worker.
15p. 1mf. L1 ED 369 625

Staff Development for Volunteers: Distance Education through the Home Study Option.
77p. 1mf. L1 ED 368 866

Verifying Applied Literacy Skills (VALS) in ABE Programs.
90p. 1mf. L1 ED 368 887

High School Graduates

The State of Human Capital in the U.S. South: 1980-90.
44p. 1mf. L1 ED 369 642

High School Seniors

Voices from the Future: Students Speak Out on America's Emerging Leadership Crisis: Results of a Survey of "Century III Leaders," Scholarship Winning High School Seniors, and High School Seniors Nationwide.
132p. 2mf. L1 ED 369 170

High School Students

Attitudes and Opinions from the Nation's High Achieving Teens. 24th Annual Survey of High Achievers.
163p. 2mf. L1 ED 368 995

College As a Transition Option for Students with Learning Disabilities.
8p. 1mf. L1 ED 369 637

A Family Systems Approach to the Problem of Truancy.
16p. 1mf. L1 ED 369 030

Leadership Retreats for Middle Level and Senior High School Students.
81p. 1mf. L2 ED 369 032

The Mobility Strategies of Successful Hispanic High School Students.
14p. 1mf. L1 ED 369 862

Stress and Western Kansas High School Students.
143p. 2mf. L1 ED 369 004

Higher Education

About Women on Campus. Volume 1, Numbers 1-4. Volume 2, Numbers 1-4.
134p. 2mf. L1 ED 369 352

Asian and Pacific Americans in Higher Education.
20p. 1mf. L1 ED 369 011

Assessment Issues in Higher Education.
88p. 1mf. L1 ED 369 370

A Compilation of Federal Education Laws. Volume III--Higher Education, As Amended through March 1994. Prepared for the Use of the Committee on Education and Labor of the U.S. House of Representatives and for the Use of the Committee on Labor and Human Resources of the United States Senate, One Hundred Third Congress, Second Session. Committee Print.
735p. 8mf. L1 ED 369 325

From Other to Community: Making the Writing Center an All-

A World of Maps and Travel. An Interdisciplinary Curriculum and Resource Packet Designed for Secondary Students.
40p. 1mf. L1 ED 369 725

Interest Inventories

Academic Interest. Annotated Bibliography of Tests.
38p. 1mf. L1 ED 369 809

Interests

Curiosity. Annotated Bibliography of Tests.
18p. 1mf. L1 ED 369 827

Intergenerational Programs

Generations Together: A Job-Training Curriculum for Older Workers in Child Care and Related Materials. First Edition.
272p. 0mf. L3 ED 369 564

Health/Home Economics Classroom Activities for Secondary Schools. Schools in an Aging Society.
108p. 2mf. L1 ED 369 775

Intergenerational Entrepreneurship in an Educational Setting.
9p. 1mf. L1 ED 369 597

Rockin' Readers Coordinator Handbook.
29p. 1mf. L1 ED 369 053

Rockin' Readers Handbook.
29p. 1mf. L1 ED 369 052

Senior Citizens as School Volunteers: New Resources for the Future. ERIC Digest.
3p. 1mf. L1 ED 369 774

Intermediate Grades

Life in a Democratic Society: A Primary School Civics Course for Poland.
60p. 1mf. L1 ED 369 683

International Cooperation

Co-Operation for Reinforcing the Development of Education in Europe (CORDEE). Final Report of the Regional Consultation Meeting (Paris, February 12-15, 1991).
33p. 1mf. L2 ED 369 702

International Understanding at School. Bulletin No. 59-60 1991.
53p. 1mf. L1 ED 369 718

International Education

The Contribution of Education to Culture Development in Asia and the Pacific.
9p. 1mf. L1 ED 369 705

International Understanding at School. Bulletin No. 59-60 1991.
53p. 1mf. L1 ED 369 718

Learning To Live in Harmony and Diversity: Focus on Human Rights Education.
62p. 1mf. L1 ED 368 964

Peace Museums as Potential Instruments of Peace Education. Views Expressed by Members of the PEC Network. Peace Education Miniprints No. 51.
16p. 1mf. L1 ED 369 716

Second-Order Learning and Education for Peace: Eva Nordland and the Project "Preparedness for Peace." Peace Education Miniprints No. 54.
15p. 1mf. L1 ED 369 715

International Educational Exchange

Co-Operation for Reinforcing the Development of Education in Europe (CORDEE). Final Report of the Regional Consultation Meeting (Paris, February 12-15, 1991).

Study of ABE/ESL Instructor Training Approaches.
133p. 2mf. L1 ED 368 942

Health/Home Economics Classroom Activities for Secondary Schools. Schools in an Aging Society.
108p. 2mf. L1 ED 369 775

Subject Matter Expert's Training Module Template.
26p. 1mf. L1 ED 368 940

Letters (Correspondence)

Breaking the Blame Cycle: A Small Partnership between Preservice Writing Teachers and Elementary Classrooms.
15p. 1mf. L1 ED 369 098

Making Routine Letters Have Positive Effects.
12p. 1mf. L1 ED 369 081

Liberal Arts

Sociopolitical Analyses.
108p. 2mf. L1 ED 369 665

Liberalism

PC, No--An Examination of the Conservative Opposition to Political Correctness.
14p. 1mf. L1 ED 369 113

Librarians

Awards for University Administrators and Librarians 1994-96. ACU Awards Series.
30p. 0mf. L3 ED 369 355

An Examination of Standardized Evaluation Forms Used in Public Libraries To Evaluate Professional Librarians.
39p. 1mf. L1 ED 369 417

Power Teaching; A Primary Role of the School Library Media Specialist. School Library Media Programs: Focus on Trends and Issues No. 14.
171p. 0mf. L3 ED 369 419

Libraries

Marketing & Libraries Do Mix: A Handbook for Libraries and Information Centers.
201p. 3mf. L1 ED 369 395

Library Administration

An Examination of Standardized Evaluation Forms Used in Public Libraries To Evaluate Professional Librarians.
39p. 1mf. L1 ED 369 417

Library Catalogs

A Literacy Lending Library. Project Report.
105p. 2mf. L1 ED 368 880

Library Circulation

A Literacy Lending Library. Project Report.
105p. 2mf. L1 ED 368 880

Library Development

The South Carolina Program for Library Development 1993-1996 under the Library Services and Construction Act (P.L. 101-254, FY 1994).
65p. 1mf. L1 ED 369 397

Library Instruction

From Library Skills to Information Literacy: A Handbook for the 21st Century.
167p. 0mf. L3 ED 369 415

Exploratory Programing in Georgia's Middle Schools.
9p. 1mf. L1 ED 369 538

Minimum Competency Testing

The Influence of Minimum Competency Tests on Teaching and Learning.
33p. 1mf. L1 ED 369 820

Minority Group Children

Evening the Odds: Taking Action for Kentucky's African American Children and Their Families.
77p. 1mf. L1 ED 369 848

Summer Science Camps Program (SSC).
30p. 1mf. L1 ED 369 658

Minority Group Teachers

Recruitment and Retention of Minority Teachers in Vocational Education. ERIC Digest No. 144.
4p. 1mf. L1 ED 368 889

Minority Groups

The Challenge for Site-Based Decision Making Councils: Making Quality Preschool Education Accessible to Language Minority Students.
8p. 1mf. L1 ED 369 545

Coast Guard. Cost for the Naval Academy Preparatory School and Profile of Military Enrollment. Report to the Congressional Committees.
18p. 1mf. L1 ED 368 959

Excel: An Intensive and Structured Program of Advising and Academic Support To Assist Minority Freshmen To Succeed at a Large State University.
37p. 1mf. L1 ED 369 375

The Impact of Rising Tuition on the Low Income and Minority Populations of Arizona.
19p. 1mf. L1 ED 369 433

Improving the Success of Ethnically Diverse Education Majors in Preparation for Transfer and a Career in Teaching.
54p. 1mf. L1 ED 369 457

Looking through Eyes of Compassion: Visible Minorities in SIAST.
44p. 1mf. L1 ED 368 907

Minority Recruitment in Teacher Education.
44p. 1mf. L1 ED 369 857

Multicultural Sensitivity: A Principal's Reference Guide.
59p. 1mf. L1 ED 369 171

An Overview of a Field Study of Urban School Districts in the Far West.
26p. 1mf. L1 ED 369 858

School-To-Work: Opportunity or Barrier? ASPIRA Issue Brief.
9p. 1mf. L2 ED 369 852

State Data Collection and Monitoring Procedures Regarding Overrepresentation of Minority Students in Special Education. Project FORUM.
20p. 1mf. L1 ED 369 247

Misconceptions

The Evaluation of Creative Behaviors.
39p. 1mf. L1 ED 369 539

Mixed Age Grouping

The Multiage Classroom: A Collection.
227p. 3mf. L2 ED 369 574

Models

10p. 1mf. L1 ED 369 428

Partial Hearing

Deaf and Hard of Hearing Students in Postsecondary Education. Statistical Analysis Report.
71p. 1mf. L1 ED 369 216

Participant Satisfaction

Five Years after Graduation: A Follow-Up Study of 1988-89 Graduates/Certificate Holders.
22p. 1mf. L1 ED 369 467

Follow-Up Survey, Graduates of 1992-93.
39p. 1mf. L1 ED 369 471

Grad 1, 3, and 5: A Longitudinal Comparison of Graduate Follow-Up Studies.
46p. 1mf. L1 ED 369 470

Three Years after Graduation: Survey of 1990-91 Graduates and Certificate Holders.
20p. 1mf. L1 ED 369 469

Participation

Adult Literacy: Issues for Policy and Practice.
182p. 0mf. L3 ED 368 855

Deterrents to Participation in Continuing Professional Education and Implications for Future Educational Program Planning.
23p. 1mf. L1 ED 369 738

Effective Board Participation.
127p. 0mf. L3 ED 369 315

Participative Decision Making

Collaborative Learning Strategies for the 90s in the Development of Institutional Effectiveness.
10p. 1mf. L1 ED 369 456

Democracy and Education, Students and Schools.
32p. 1mf. L1 ED 369 173

Don't Kill the Messenger! Conducting Program Evaluation and Facilitating Change through Negotiated Evaluation.
9p. 1mf. L1 ED 369 622

Planning for Instruction. Training Packet for a Two-Session Workshop. Study of ABE/ESL Instructor Training Approaches.
102p. 2mf. L1 ED 368 946

Planning Responsibly for Adult Education. A Guide to Negotiating Power and Interests. Jossey-Bass Higher and Adult Education Series.
208p. 0mf. L3 ED 368 927

School-Site Councils. ERIC Digest, Number 89.
3p. 1mf. L1 ED 369 154

Task Force on College Governance Report to the College Community: 3 Years in Progress.
28p. 1mf. L1 ED 369 440

Partnerships in Education

Business-Education Partnerships: Developing a Collaborative Relationship with Business and Community.
31p. 1mf. L1 ED 369 169

Ensuring Student Success through Collaboration. Bulletin No. 94076.
72p. 1mf. L1 ED 369 155

Health Occupations Extended Campus Program.
49p. 1mf. L1 ED 369 648

Infusing Rural School-Community Partnerships into Transition Components of Individualized Education Plans: Processes and Outcomes.
9p. 1mf. L1 ED 369 620

Special Issues Analysis Center Annual Report: Year One. Volumes I-V.
894p. 10mf. L1 ED 369 254

The Teaching Learning Enterprise: Miami-Dade Community College's Blueprint for Change.
200p. 0mf. L3 ED 369 454

Program Attitudes

Curriculum and Program Evaluation. Annotated Bibliography of Tests.
67p. 1mf. L1 ED 369 803

Evaluation of Utah Career Ladder Programs.
160p. 2mf. L1 ED 369 761

Program Content

Placement of Courses within Disciplines and 1996 Discipline Review and Timeline.
15p. 1mf. L1 ED 369 443

Special Strategies for Educating Disadvantaged Children. Urban and Suburban/Rural. First Year Report.
343p. 4mf. L1 ED 369 854

Program Costs

Funding Vocational Education. A Study To Enhance Employability Standards of Students in New Mexico.
133p. 2mf. L1 ED 368 962

State Education Department Preschool Handicapped Education Program. Report 93-S-23.
40p. 1mf. L1 ED 369 217

Program Descriptions

Awards for University Administrators and Librarians 1994-96. ACU Awards Series.
30p. 0mf. L3 ED 369 355

Awards for University Teachers and Research Workers 1994-96. ACU Awards Series.
352p. 0mf. L3 ED 369 354

Compendium of Program Facts and Executive Summaries. 1990-91 Evaluation Reports.
138p. 2mf. L1 ED 369 853

Early Childhood Education Program Evaluation 1992-1993.
58p. 1mf. L1 ED 369 546

English Literacy for LEP Students. Annotated Bibliography, Task 6.
85p. 1mf. L1 ED 369 301

Focus on Child Care Initiatives Fund Project = Point de Mire sur les projets de la Caisse d'aide aux projets en matiere de garde des enfants.
101p. 2mf. L2 ED 369 505

Supporting the Total Child. Resource Book. Chapter 1 & 2. Successful Programs 1993-94.
118p. 2mf. L1 ED 369 866

Two-Way Bilingual Programs in the United States. 1993-1994 Supplement.
96p. 1mf. L1 ED 369 265

Urban School Safety: Strategies of the Great City Schools.
52p. 1mf. L2 ED 369 877

Program Design

D.U.C.K. Walking.
149p. 2mf. L1 ED 369 776

Program Development

Adult Community Education. National Policy.

The Reading-Writing Connection in the Comic Book Genre: A Case Study of Three Young Writers.
94p. 1mf. L1 ED 369 070

Recall (Psychology)

Wholistic Assessment of Proficient Second Language Readers.
22p. 1mf. L1 ED 369 033

Records (Forms)

Educational Record and Report Forms. Annotated Bibliography of Tests.
22p. 1mf. L1 ED 369 802

An Individual Career Plan for Students with Disabilities in Higher Education.
18p. 1mf. L1 ED 369 236

Recreational Activities

The Community Leisure Facilitator. Project REC.
36p. 1mf. L1 ED 369 204

A Comparison of Leisure and Recreational Activities for Adults with and without Mental Retardation.
9p. 1mf. L1 ED 369 606

Finding or Creating the Fun in Your Community or School: Places and Ways To Integrate Recreation Programs. Project REC.
54p. 1mf. L1 ED 369 203

Having Fun: What's In and What's Not. Project REC.
38p. 1mf. L1 ED 369 202

Project REC: Integrated Social and Leisure Recreation Services for Students with Severe Disabilities. Final Report.
251p. 3mf. L1 ED 369 201

Recreational Programs

A Comparison of Leisure and Recreational Activities for Adults with and without Mental Retardation.
9p. 1mf. L1 ED 369 606

Recreational Reading

Annotated Bibliography for High School Reading: A Suggested Bibliography for 9-12 Students. Revised Edition.
94p. 1mf. L1 ED 369 063

Annotated Bibliography for Junior High/Middle School Reading: A Suggested Bibliography for 6-9 Students. Revised Edition.
75p. 1mf. L1 ED 369 062

Annotated Bibliography for Lower Elementary Reading : A Suggested Bibliography for Students Grades K-3.
74p. 1mf. L1 ED 369 060

Annotated Bibliography for Upper Elementary Reading: A Suggested Bibliography for Students Grades 3-6.
151p. 2mf. L1 ED 369 061

Improve the Reading Motivation of Third-Grade Children with Extra Time, Encouragement and Choice.
63p. 1mf. L1 ED 369 039

Improving Third-Grade Students' Attitudes to Reading through the Use of Recreational Reading Activities.
62p. 1mf. L1 ED 369 043

Introducing Newbery Winners and Honor Books to Hispanic Fourth and Fifth Graders through a Recreational Reading Program.
78p. 1mf. L1 ED 369 042

Redundancy

Sources of Redundancy in Printed English.
9p. 1mf. L1 ED 369 044

Reference Materials

58p. 1mf. L1 ED 369 779

Procedures for the Evaluation of Teacher Education Programs.
33p. 1mf. L1 ED 369 763

Teacher Education Pipeline III: Schools, Colleges, and Departments of Education Enrollments by Race, Ethnicity, and Gender.
103p. 2mf. L1 ED 369 780

Science Activities

Order & Diversity in the Living World: Teaching Taxonomy & Systematics in Schools.
92p. 1mf. L2 ED 369 654

Science and Society

Life and Work in a Technological Society. ERIC Digest No. 147.
4p. 1mf. L1 ED 368 892

Towards a Spatial View: Deleuze and Guattari on Technology.
9p. 1mf. L1 ED 369 410

Science Curriculum

Improved Science Content for Pre-Service Teachers: Modeling of Teaching Strategies Based on Current Science Education Reform Literature.
18p. 1mf. L1 ED 369 647

Order & Diversity in the Living World: Teaching Taxonomy & Systematics in Schools.
92p. 1mf. L2 ED 369 654

Science Education

Analysis of College Science Education Position Announcements.
9p. 1mf. L1 ED 369 650

Multivariate and Descriptive Discriminant Analysis of Multidisciplinary Approaches to Integrating Mathematics, Science, and Technology Education in the High School.
22p. 1mf. L1 ED 368 936

Program Evaluation Models for Science Education: A Synthesis of Literature Sources.
16p. 1mf. L1 ED 369 653

Science & Engineering Indicators--1993.
673p. 8mf. L1 ED 369 652

Science History

Scientific Visualization: A Synthesis of Historical Data.
17p. 1mf. L1 ED 369 651

Science Instruction

Differences between Algorithmic and Conceptual Problem Solving by Nonscience Majors in Introductory Chemistry.
31p. 1mf. L1 ED 369 649

Health Occupations Extended Campus Program.
49p. 1mf. L1 ED 369 648

Improved Science Content for Pre-Service Teachers: Modeling of Teaching Strategies Based on Current Science Education Reform Literature.
18p. 1mf. L1 ED 369 647

Integrated Teaching Units: Focusing an Elementary Methods Block Program on Social Studies and Science.
25p. 1mf. L1 ED 369 680

Order & Diversity in the Living World: Teaching Taxonomy & Systematics in Schools.
92p. 1mf. L2 ED 369 654

Summer Science Camps Program (SSC).
30p. 1mf. L1 ED 369 658

Teaching Critical Thinking Skills in Biology.

Relationships among Economic Diversity and Context of Student Teaching Placements and Educational Attitudes and Performance of Pre-Service Teachers.
19p. 1mf. L1 ED 369 754

Space Utilization

YRE Basics: History, Methods, Concerns, Future.
10p. 1mf. L1 ED 369 144

Spanish

Quality Child Care for Hispanic Families: Support and Training for Spanish-Speaking Family Day Care Providers. A Survey of Community-Based Organizations.
11p. 1mf. L2 ED 369 513

Teaching for Oral Proficiency in Spanish: A Teacher's Manual To Accompany Foreign Language Master Curriculum.
88p. 1mf. L1 ED 369 300

Spatial Ability

A Study of Sex Differences among Art Students on Spatial Abilities.
15p. 1mf. L1 ED 369 681

Special Education

Building Positive Relationships on the Border with Parents of Special Students: Effective Practices for the I.E.P.
6p. 1mf. L1 ED 369 627

Collaborative Consultation in a Rural School.
11p. 1mf. L1 ED 369 635

A Comparison of Traditional and Distance Education Models.
9p. 1mf. L1 ED 369 599

The Dream Team! A Multi-Level Curriculum for Developing a Rural Transdisciplinary Team Training Model.
12p. 1mf. L1 ED 369 592

An Exit Interview: The Culminating Reflective Experience.
8p. 1mf. L1 ED 369 626

A Forum To Examine Policy and Practice Issues Surrounding the Annual Evaluation of Program Effectiveness (Alexandria, Virginia, August 2-3, 1993). Project FORUM.
44p. 1mf. L1 ED 369 246

Grade Retention and Parental Aspirations for Students with Learning Disabilities.
9p. 1mf. L1 ED 369 607

Infusing Rural School-Community Partnerships into Transition Components of Individualized Education Plans: Processes and Outcomes.
9p. 1mf. L1 ED 369 620

Overcoming Barriers in the Use of Adaptive and Assistive Technology in Special Education.
9p. 1mf. L1 ED 369 633

Regionalized Parent and Staff Development: The Rural California Model (RRCM).
8p. 1mf. L1 ED 369 631

Rural Partnerships: Working Together. Proceedings of the Annual National Conference of the American Council on Rural Special Education (ACRES) (14th, Austin, Texas, March 23-26, 1994).
477p. 5mf. L1 ED 369 587

Special Education Administrator Training: Meeting Market Needs through Collaboration in Northern New England.
7p. 1mf. L1 ED 369 624

State Education Department Preschool Handicapped Education Program. Report 93-S-23.
40p. 1mf. L1 ED 369 217

Student Mobility

Elementary School Children: Many Change Schools Frequently, Harming Their Education. Report to the Honorable Marcy Kaptur, House of Representatives.
56p. 1mf. L1 ED 369 526

Student Motivation

Gender Differences in Course Selection Criteria: Academically Talented Students in an Intensive Summer Program.
43p. 1mf. L1 ED 369 721

Improve the Reading Motivation of Third-Grade Children with Extra Time, Encouragement and Choice.
63p. 1mf. L1 ED 369 039

Learner Support Strategies: An Integrated Approach.
30p. 1mf. L1 ED 369 463

Motivation To Learn: From Theory to Practice. Second Edition.
292p. 0mf. L3 ED 369 773

Student Motivation.
5p. 1mf. L1 ED 369 142

Teaching and Storytelling: A "Foxfire" Approach.
8p. 1mf. L1 ED 369 129

Utah's Best Project: Behavioral and Educational Strategies for Teachers. Technical Assistance Manuals, Edited Versions.
154p. 2mf. L1 ED 369 760

Student Needs

Ensuring Student Success through Collaboration. Bulletin No. 94076.
72p. 1mf. L1 ED 369 155

GAIN in the Community Colleges: A Report on the 1992-93 Survey on GAIN Participants and Funding.
21p. 1mf. L1 ED 369 465

Hiring the Right Next Generation of Faculty.
4p. 1mf. L1 ED 369 444

Improving the Success of Ethnically Diverse Education Majors in Preparation for Transfer and a Career in Teaching.
54p. 1mf. L1 ED 369 457

The P-12 Experience of Students: In What Ways Can It Be a Quality Experience?
25p. 1mf. L1 ED 369 158

Ways and Means: How Minnesota Families Pay for College.
188p. 2mf. L1 ED 369 327

Student Organizations

A Study To Determine the Attitudes of Advisors Regarding the Future Direction of the Michigan Association of FHA/HERO. Final Report.
51p. 1mf. L1 ED 368 939

Student Participation

Planning for Instruction. Training Packet for a Two-Session Workshop. Study of ABE/ESL Instructor Training Approaches.
102p. 2mf. L1 ED 368 946

The Postsecondary Enrollment Options Program: A Research Report.
84p. 1mf. L1 ED 369 312

Taking Part: An Elementary Curriculum in the Participation Series.
52p. 1mf. L2 ED 369 714

Voices from the Future: Students Speak Out on America's Emerging Leadership Crisis: Results of a Survey of "Century III Leaders," Scholarship Winning High School Seniors, and High School Seniors Nationwide.
132p. 2mf. L1 ED 369 170

281p. 0mf. L3 ED 368 923

English Literacy for LEP Students. Annotated Bibliography, Task 6.
85p. 1mf. L1 ED 369 301

From Play Activity toward Learning Activity: Developmental Perspectives in Early Childhood Education.
17p. 1mf. L1 ED 369 477

Impact of the Winthrop Writing Institute on Participants' Teaching and Writing 1981 through 1989.
49p. 1mf. L1 ED 369 087

Impediments to a Project-Based and Integrated Curriculum: A Qualitative Study of Curriculum Reform.
34p. 1mf. L1 ED 369 185

The Influence of Minimum Competency Tests on Teaching and Learning.
33p. 1mf. L1 ED 369 820

Instructional Strategies for Implementing Ethics Instruction in Health Education Courses.
5p. 1mf. L2 ED 369 741

Integrating Children with Disabilities into Preschool. ERIC Digest.
3p. 1mf. L1 ED 369 581

An Introduction to Numeracy Teaching.
115p. 2mf. L1 ED 368 913

Learner Support Strategies: An Integrated Approach.
30p. 1mf. L1 ED 369 463

Learning To Listen, Learning To Teach. The Power of Dialogue in Educating Adults. Jossey-Bass Higher Adult Education Series.
202p. 0mf. L3 ED 368 926

Learning Together and Alone. Cooperative, Competitive, and Individualistic Learning. Fourth Edition.
292p. 0mf. L3 ED 369 778

Literacy Development in the Early Years: Helping Children Read and Write. Second Edition.
399p. 0mf. L3 ED 369 048

Military Training. Lessons Learned and Their Implications for the Future. Testimony before the Subcommittee on Military Forces and Personnel, Committee on Armed Services, House of Representatives.
17p. 1mf. L1 ED 368 897

National Association for Development Education Annual Conference Proceedings (16th, San Antonio, Texas, February 26-March 1, 1992).
43p. 1mf. L1 ED 369 322

National Association for Developmental Education Annual Conference Proceedings (17th, Washington, D.C., March 17-21, 1993).
42p. 1mf. L1 ED 369 323

The New Challenge: A Relevant Program for the Disadvantaged Gifted.
6p. 1mf. L1 ED 369 610

New Ideas about Self-Directed Learning.
246p. 0mf. L3 ED 368 924

OATYC Journal, 1993-94.
98p. 2mf. L1 ED 369 450

Organizational, Instructional and Curricular Strategies To Support the Implementation of Unified, Coordinated, and Inclusive Schools.
86p. 1mf. L1 ED 369 252

Quality Assurance in "New" Methods of Learning.
8p. 1mf. L1 ED 369 347

Reflections on Teaching at the "Margins": Reconceptualizing Multicultural Education.
109p. 2mf. L1 ED 368 906

Vocabulary Development

English as a Second Language. Level 1.
156p. 2mf. L1 ED 368 970

English as a Second Language. Level 2.
143p. 2mf. L1 ED 368 971

Enhancing Vocabulary Acquisition through Reading: A Hierarchy of Text-Related Exercise Types.
24p. 1mf. L1 ED 369 291

Vocabulary Skills

Getting the Point: Reading in the Workplace.
69p. 1mf. L1 ED 368 977

Vocational Education

AERA Vocational Education Special Interest Group Proceedings. American Educational Research Association Annual Meeting (New Orleans, Louisiana, April 4-8, 1994).
470p. 5mf. L1 ED 368 960

Association for International Agricultural and Extension Education 1994 Conference Papers. Annual Conference (10th, Arlington, Virginia, March 24-26, 1994).
473p. 5mf. L1 ED 368 914

Catering Education and Training in France. A Comparative Study. Occasional Paper Number 8.
59p. 1mf. L2 ED 368 963

A Comprehensive Tech Prep Curriculum Model.
34p. 1mf. L2 ED 369 448

The Contradictory College: The Conflicting Origins, Impacts, and Futures of the Community College.
365p. 0mf. L3 ED 369 461

Differential Aptitude Test: A Data Source for Reinforcement of Educational/Occupational Choices for Special Population Enrollees.
18p. 1mf. L1 ED 368 901

Effective Partnership between Public Education and Private Industry.
31p. 1mf. L1 ED 369 437

Employment Success for Students with Mild Disabilities: Process and Outcomes.
14p. 1mf. L1 ED 369 235

Funding Vocational Education. A Study To Enhance Employability Standards of Students in New Mexico.
133p. 2mf. L1 ED 368 962

GAIN in the Community Colleges: A Report on the 1992-93 Survey on GAIN Participants and Funding.
21p. 1mf. L1 ED 369 465

Hearing on the Reauthorization of the Elementary, Secondary, and Vocational Education Act. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, One Hundred Third Congress, First Session (York Springs, Pennsylvania, April 30, 1993).
80p. 1mf. L1 ED 369 685

Linking Foreign Language to Occupational Education in a Rural High School: Foreign Language with Criminal Justice and Travel & Tourism.
8p. 1mf. L1 ED 369 644

Saskatchewan Institute of Applied Science and Technology Program Review Policy and Procedures. Revised Edition.
34p. 1mf. L1 ED 368 867

Systems and Procedures of Certification of Qualifications in the United Kingdom. National Report. 3rd Edition. CEDEFOP Panorama.
55p. 1mf. L1 ED 368 869

Aesthetic Values

Sir Herbert Read and Art Education History.
14p. 1mf. L1 ED 369 686

African Languages

The Acquisition of Clicks by Non-Mother-Tongue Speakers.
18p. 1mf. L1 ED 369 285

African Studies

African American Studies Programs.
36p. 1mf. L1 ED 369 864

Politics and the Schools.
117p. 2mf. L1 ED 369 663

Age Differences

A Descriptive Study of Multicultural Elementary Student Playground Behaviors and Their Relationship to Gender, Age, Race and Socioeconomic Status.
34p. 1mf. L1 ED 369 521

Age Grade Placement

The Multiage Classroom: A Collection.
227p. 3mf. L2 ED 369 574

Agency Cooperation

ADHD Training Modules for Rural Health Care Providers, Educators and Parents.
10p. 1mf. L1 ED 369 632

Bridging Early Services for Children with Special Needs and Their Families: A Practical Guide for Transition Planning.
318p. 0mf. L3 ED 369 239

The Children's Mental Health Integrated Fund: A Preliminary Report.
158p. 2mf. L1 ED 369 222

Developing Medical and Educational Partnerships in School Settings To Meet Health-Related and Educational Needs of Students Who Are Medically Fragile: How Can Rural Schools Catch That Elusive Rainbow?
9p. 1mf. L1 ED 369 613

Education and Welfare Reform: The Story of a Second Chance School. Fastback 355.
43p. 1mf. L1 ED 368 895

An Integrated Children's Mental Health System: Coordinating the Needs of Children with Multiple Problems: Children's Integrated Fund Task Force Report to the Minnesota Legislature..
122p. 2mf. L1 ED 369 223

Intensive Family-Based Services Program: A Supportive Alternative to Out-of-Home Placement for Troubled Children and Their Families.
9p. 1mf. L1 ED 369 629

Multi-Agency Project for Preschoolers (MAPPS) Outreach. Final Report.
51p. 1mf. L1 ED 369 218

School-Linked Services.
5p. 1mf. L1 ED 369 575

Training School and Rehabilitation Counselors To Provide Cooperative Transition Services.
6p. 1mf. L1 ED 369 638

Agency Role

Service-Learning Reflections: Update of Service-Learning in Pennsylvania.
28p. 1mf. L1 ED 368 910

Political Correctness.
14p. 1mf. L1 ED 369 113

Certification

Child Day Care Center Licensing Study, 1994.
200p. 3mf. L2 ED 369 518

Veterinary Accreditation. A Reference Guide for Practitioners.
167p. 2mf. L1 ED 368 958

Change Agents

Becoming a Teacher: The Contribution of Teacher Education.
45p. 1mf. L1 ED 369 769

Change Strategies

Assessing Learners in Higher Education. Teaching and Learning in Higher Education Series.
165p. 0mf. L3 ED 369 379

Assistance with Integrity: The Search for Accountability and the Lives of People with Developmental Disabilities.
54p. 1mf. L1 ED 369 219

Changing Systems for Children and Families.
60p. 1mf. L2 ED 369 509

A Comprehensive Approach to Gender Equity.
5p. 1mf. L1 ED 369 640

Correcting Impaired Student Self-Concepts: An Instructional Leadership Strategy for Teachers and Principals.
23p. 1mf. L1 ED 369 765

Don't Kill the Messenger! Conducting Program Evaluation and Facilitating Change through Negotiated Evaluation.
9p. 1mf. L1 ED 369 622

Financing Nontraditional Students: A Seminar Report.
96p. 1mf. L1 ED 369 423

A Framework for Fundamental Change in the Community College: Creating a Culture of Responsiveness.
34p. 1mf. L1 ED 369 432

Higher Education and the Schools: A Call to Action and Strategy for Change.
12p. 1mf. L1 ED 369 356

Inclusive Education for All Students.
9p. 1mf. L1 ED 369 619

Linking High Quality Teacher Preparation to Fundamental School Reform: The Philanthropic Role. A Report on a Consultation Sponsored by the BellSouth Foundation (Memphis, Tennessee, April 21, 1993).
32p. 1mf. L1 ED 369 750

Ma, Pa, School Folks and Kids: Working a Patchwork to a Complete "Heart."
11p. 1mf. L1 ED 369 623

Magnet Magic: A Consideration of Choice and Change.
25p. 1mf. L1 ED 369 152

A Practical Guide to Effective Site-Based Management.
208p. 0mf. L3 ED 369 140

Safeguards.
19p. 1mf. L1 ED 369 220

School Responses to State-Level Restructuring Legislation.
58p. 1mf. L1 ED 369 176

Schools Coping with a Changing World.
22p. 1mf. L1 ED 369 175

Check Lists

Social Skills Diagnostic Screen Administration Manual.
58p. 1mf. L1 ED 369 569

Chemistry

Edith Bowen Laboratory School Evaluation Committee Report Submitted to the 1994 Utah State Legislature.
42p. 1mf. L1 ED 369 762

Effective Methods of Recruiting Occupational Students in the North Carolina Community College System.
36p. 1mf. L1 ED 369 460

Higher Education and the Schools: A Call to Action and Strategy for Change.
12p. 1mf. L1 ED 369 356

The Multicultural E-Mail of High School-College Collaboration.
6p. 1mf. L1 ED 369 101

National Network for Educational Renewal: Partner School Directory.
154p. 2mf. L1 ED 369 729

National Tech Prep Demonstration Center Annual Performance Report.
82p. 1mf. L1 ED 369 430

A Partnership in Training: A Distance Learning Approach to In-Service Training in Rural Communities.
9p. 1mf. L1 ED 369 590

Preparing Special Educators for Work in Rural Areas: Two Field-Based Programs That Work.
8p. 1mf. L1 ED 369 612

Promoting Multi-Site Collaborative Inquiry: Initial Efforts and Challenges.
27p. 1mf. L1 ED 369 320

The Tech Prep Associate Degree Program Revisited.
11p. 1mf. L1 ED 369 441

College Science

Analysis of College Science Education Position Announcements.
9p. 1mf. L1 ED 369 650

College Seniors

The Senior Year Experience. Conference Program and Proceedings (4th, Orlando, Florida, March 13-15, 1994).
66p. 1mf. L1 ED 369 314

College Students

Causes of College Retention: A Systems Perspective.
12p. 1mf. L1 ED 369 027

Challenging, Caring, and Connecting: Teaching and Reaching the College Student in the 1990s.
21p. 1mf. L1 ED 369 324

Contact inter-ethnique et communication: processus et consequences (Inter-Ethnic Contact and Communication: Process and Results).
76p. 1mf. L1 ED 369 296

Kantian Model of Moral Development.
17p. 1mf. L1 ED 369 813

LAP Reading Program: Every Child a Reader. UKERA Occasional Papers #0006.
45p. 1mf. L1 ED 369 550

Prewriting Activities: Focus on the Process of Writing.
9p. 1mf. L1 ED 369 257

A Study of Faculty Awareness of Students with Disabilities.
27p. 1mf. L1 ED 369 208

College Transfer Students

Five Years after Graduation: A Follow-Up Study of 1988-89 Graduates/Certificate Holders.
22p. 1mf. L1 ED 369 467

Follow-Up Survey, Graduates of 1992-93.
39p. 1mf. L1 ED 369 471

between Achievement and Absenteeism in New Orleans Public Schools.
30p. 1mf. L1 ED 369 819

Item Pools. Annotated Bibliography of Tests.
54p. 1mf. L1 ED 369 806

Critical Thinking

Developing Reflective Judgment: Understanding and Promoting Intellectual Growth and Critical Thinking in Adolescents and Adults. Jossey-Bass Higher and Adult Education Series and Jossey-Bass Social and Behavioral Science Series.
323p. 0mf. L3 ED 368 925

Improving the Critical Thinking Skills of Ninth Grade World History Students by Integrating Critical Thinking Skills and Course Content.
82p. 1mf. L1 ED 369 722

Teaching Critical Thinking Skills in Biology.
59p. 1mf. L2 ED 369 655

Cross Cultural Studies

The Power of Comparison in Teaching about Constitutionalism, Law, and Democracy.
24p. 1mf. L1 ED 369 727

"The State of 'Education and Development': New Directions." International Conference (Cairo, Egypt, November 22-25, 1993). Book of Abstracts.
106p. 2mf. L1 ED 369 726

To Live in a Multicultural World.
65p. 0mf. L3 ED 369 668

Cross Cultural Training

American Indian/Alaska Native Education. Fastback No. 367.
42p. 1mf. L1 ED 369 585

Experience America: A Guide to Enhancing the Process of Living and Learning in the United States for Jefferson Fellows and Associates with the U.S. Agency for International Development.
31p. 1mf. L1 ED 369 369

Improving Knowledge and Competency of Early Childhood Providers Through an In-Service Multicultural Bilingual Program.
51p. 1mf. L1 ED 369 530

Preparing Special Educators for Work in Rural Areas: Two Field-Based Programs That Work.
8p. 1mf. L1 ED 369 612

Crowding

Year-Round Education in the Woodburn School District.
134p. 2mf. L1 ED 369 141

Cultural Activities

Destination: Cameroon. Study Guide.
62p. 1mf. L2 ED 369 711

Making the Most of World Wise Schools: An Activity Guide for Teachers.
87p. 1mf. L2 ED 369 712

Cultural Awareness

Breaking Barriers: An Asian-American Curriculum Unit.
37p. 1mf. L1 ED 369 861

The Contribution of Education to Culture Development in Asia and the Pacific.
9p. 1mf. L1 ED 369 705

Destination: Cameroon. Study Guide.
62p. 1mf. L2 ED 369 711

Experience America: A Guide to Enhancing the Process of Living

18p. 1mf. L1 ED 368 901

Division of High Schools: Public Law 100.297 (Formerly 89-313): Instructional Support Program, 1992-93. OREA Evaluation Report.
26p. 1mf. L1 ED 369 211

Educational Professionals' Understanding of the Inclusion Model of Special Education.
17p. 1mf. L2 ED 369 244

Employment Success for Students with Mild Disabilities: Process and Outcomes.
14p. 1mf. L1 ED 369 235

The Family Involvement Triangle: A School-Home Collaborative Model. Project APIP.
35p. 1mf. L1 ED 369 212

Finding or Creating the Fun in Your Community or School: Places and Ways To Integrate Recreation Programs. Project REC.
54p. 1mf. L1 ED 369 203

A Forum To Examine Policy and Practice Issues Surrounding the Annual Evaluation of Program Effectiveness (Alexandria, Virginia, August 2-3, 1993). Project FORUM.
44p. 1mf. L1 ED 369 246

Growing: Birth to Three. Piecing It All Together.
29p. 1mf. L1 ED 369 240

Having Fun: What's In and What's Not. Project REC.
38p. 1mf. L1 ED 369 202

Higher Education Faculty Institute Multidisciplinary Inservice Model Demonstration Project. Final Report.
984p. 11mf. L1 ED 369 224

How Well Are Youth with Disabilities Really Doing? A Comparison of Youth with Disabilities and Youth in General. A Report from the National Longitudinal Transition Study of Special Education Students.
103p. 2mf. L1 ED 369 233

Implementation of Alternative Methods for Making Educational Accountability Decisions for Students with Disabilities. Synthesis Report 12.
32p. 1mf. L1 ED 369 230

Implications of Outcomes-Based Education for Children with Disabilities. Synthesis Report 6.
13p. 1mf. L1 ED 369 227

Inclusive Early Childhood Education: A Model Classroom.
189p. 0mf. L3 ED 369 214

Inclusive Schools. Topical Bibliography on Inclusive Schools.
216p. 3mf. L1 ED 369 231

An Individual Career Plan for Students with Disabilities in Higher Education.
18p. 1mf. L1 ED 369 236

Integrating Children with Disabilities into Preschool. ERIC Digest.
3p. 1mf. L1 ED 369 581

Malaysia's First Day Care Center for Children with Disabilities: Future Needs in Research in Early Intervention.
24p. 1mf. L1 ED 369 189

Matching State Goals to a Model of School Completion Outcomes and Indicators. Technical Report 9.
149p. 2mf. L1 ED 369 229

Multi-Agency Project for Preschoolers (MAPPS) Outreach. Final Report.
51p. 1mf. L1 ED 369 218

Organizational, Instructional and Curricular Strategies To Support the Implementation of Unified, Coordinated, and Inclusive Schools.
86p. 1mf. L1 ED 369 252

Partners for Transition: Preparing Students for the Future.
9p. 1mf. L1 ED 369 611

Financing Nontraditional Students: A Seminar Report.
96p. 1mf. L1 ED 369 423

Funding Methods for Public Higher Education in the SREB States.
109p. 2mf. L1 ED 369 367

Funding Vocational Education. A Study To Enhance Employability Standards of Students in New Mexico.
133p. 2mf. L1 ED 368 962

The Future of School Finance.
21p. 1mf. L2 ED 369 132

GAIN in the Community Colleges: A Report on the 1992-93 Survey on GAIN Participants and Funding.
21p. 1mf. L1 ED 369 465

State University of New York. Central Administration Costs. Report 92-S-104.
17p. 1mf. L1 ED 369 358

Educational History

The Contradictory College: The Conflicting Origins, Impacts, and Futures of the Community College.
365p. 0mf. L3 ED 369 461

The History of Education in North Carolina.
29p. 1mf. L1 ED 369 713

History of Educational Supervision: Proposals and Prospects.
39p. 1mf. L1 ED 369 178

Ideal Ends: John Dewey's Later Vision for Education.
32p. 1mf. L1 ED 369 755

Sir Herbert Read and Art Education History.
14p. 1mf. L1 ED 369 686

Turning Points: Books and Reports that Reflected and Shaped U.S. Education, 1749-1990s.
17p. 1mf. L1 ED 369 695

Educational Improvement

Building a System To Connect School and Employment.
82p. 1mf. L2 ED 368 938

Changing American Education. Recapturing the Past or Inventing the Future?
431p. 0mf. L3 ED 369 851

The Commission d'evaluation de l'enseignement collegial: Its Mission and Directions (La Commission d'evaluation de l'enseignement collegial: Sa mission et ses orientations).
23p. 1mf. L1 ED 369 434

A Compilation of Federal Education Laws. Volume III--Higher Education, As Amended through March 1994. Prepared for the Use of the Committee on Education and Labor of the U.S. House of Representatives and for the Use of the Committee on Labor and Human Resources of the United States Senate, One Hundred Third Congress, Second Session. Committee Print.
735p. 8mf. L1 ED 369 325

Curriculum and Program Evaluation. Annotated Bibliography of Tests.
67p. 1mf. L1 ED 369 803

Education in America. Opposing Viewpoints.
288p. 0mf. L3 ED 369 850

Education of Teachers in Field Settings: A Case Study.
11p. 1mf. L1 ED 369 753

Evaluating Institutional Policies on the Evaluation of Student Achievement: General Guidelines.
23p. 1mf. L1 ED 369 435

Evaluating Programs of Studies: General Guidelines.
20p. 1mf. L1 ED 369 436

Federal Policy Options for Improving the Education of Low-Income Students. Volume I, Findings and Recommendations.
86p. 1mf. L1 ED 369 843

110p. 2mf. L1 ED 369 305

Employment Patterns

American Association of Colleges for Teacher Education Briefing Book 1993.
58p. 1mf. L1 ED 369 779

How Well Are Youth with Disabilities Really Doing? A Comparison of Youth with Disabilities and Youth in General. A Report from the National Longitudinal Transition Study of Special Education Students.
103p. 2mf. L1 ED 369 233

The Impact of Restructuring on the Secretarial Profession. A Survey of Office Professionals.
27p. 1mf. L1 ED 368 900

Status of Teacher Personnel in Utah 1992-1993.
201p. 3mf. L1 ED 369 759

Employment Potential

Community-Based Employment Following Traumatic Brain Injury.
292p. 4mf. L1 ED 369 241

Employment Success for Students with Mild Disabilities: Process and Outcomes.
14p. 1mf. L1 ED 369 235

Employment Programs

Ensuring Income Security. Next Steps for Children and Families. Implementation Guide Series.
63p. 1mf. L1 ED 369 475

Employment Services

Leaders of Change! Successful Workforce Development Projects. Envisioning a Competitive America: The Workforce Development Forums (Boston, Massachusetts, April 14-16, 1993; Des Moines, Iowa, May 26-28, 1993; Albuquerque, New Mexico, July 14-16, 1993).
72p. 1mf. L1 ED 368 904

Employment Statistics

Status of Teacher Personnel in Utah 1992-1993.
201p. 3mf. L1 ED 369 759

Encoding (Psychology)

Problems in Encoding and Retrieval Encountered by Non-traditional Students.
17p. 1mf. L1 ED 368 956

Engineering Education

Assessing Engineering Education in Sub-Saharan Africa. World Bank Technical Paper Number 197, Africa Technical Department Series.
210p. 3mf. L2 ED 369 364

Engineering. Financial Assistance for Study after Standard 10.
73p. 1mf. L1 ED 369 331

The Pre-Engineering Curriculum Proceedings of the Annual CSU Conference on Innovation in Engineering Education. (1st, San Jose, California, April 26, 1991).
62p. 1mf. L1 ED 369 378

Science & Engineering Indicators--1993.
673p. 8mf. L1 ED 369 652

English (Second Language)

The Adult Learner. Training Packet for a Three-Session Workshop. Study of ABE/ESL Instructor Training Approaches.
133p. 2mf. L1 ED 368 942

19p. 1mf. L1 ED 369 220

Veterinary Accreditation. A Reference Guide for Practitioners.
167p. 2mf. L1 ED 368 958

Federal State Relationship

CCAC Family Support Watch Audioconference Series: Summary of Proceedings (April-September 1993).
52p. 1mf. L1 ED 369 554

Changing Systems for Children and Families.
60p. 1mf. L2 ED 369 509

Feedback

Adapting the Six Category Intervention Analysis To Promote Facilitative Type Supervisory Feedback in Teaching Practice.
13p. 1mf. L1 ED 369 280

Feedback in L2 Writing.
7p. 1mf. L1 ED 369 287

Using Feedback and Reflection as Tools in Bridging the Theory-Practice Link in Language Teacher Training at the Primary Level.
17p. 1mf. L1 ED 369 282

Fees

Monitoring of Childcare Fees: Prices Surveillance Authority Monitoring Report No. 13.
57p. 1mf. L2 ED 369 533

Fellowships

Awards for University Administrators and Librarians 1994-96. ACU Awards Series.
30p. 0mf. L3 ED 369 355

Females

About Women on Campus. Volume 1, Numbers 1-4. Volume 2, Numbers 1-4.
134p. 2mf. L1 ED 369 352

African-American Women and Doctoral Study: Three Case Studies.
14p. 1mf. L1 ED 369 737

Boys, Girls, and E-Mail: A Case Study in Finnish Senior Secondary Schools. Research Report 110.
134p. 2mf. L1 ED 369 383

By Women/For Women: A Beginning Dialogue on Women and Literacy in the United States.
17p. 1mf. L1 ED 368 863

A Comprehensive Approach to Gender Equity.
5p. 1mf. L1 ED 369 640

The Education of Girls: Policy, Research and the Question of Gender. Australian Education Review No. 35.
131p. 0mf. L3 ED 369 719

Gender at the Base of World History.
14p. 1mf. L1 ED 369 678

Mediating Influences on Serum Lipids among Postmenopausal Women.
19p. 1mf. L1 ED 369 740

Missouri Women Today...in Education...in Employment. 1991 Status Report.
55p. 1mf. L1 ED 369 684

National Action Plan for the Education of Girls, 1993-97.
47p. 0mf. L3 ED 369 672

Women's Job Training Agenda.
34p. 1mf. L1 ED 368 858

Feminism

An Analysis of the Integration of the Feminist Perspective in Research Methods Classes: Current Practices.
32p. 1mf. L1 ED 369 344

University Facility.
16p. 1mf. L1 ED 369 086

The Gender Gap in Higher Education. World Yearbook of Education 1994.
255p. 0mf. L3 ED 369 380

Higher Education and the Schools: A Call to Action and Strategy for Change.
12p. 1mf. L1 ED 369 356

Higher Education: Handbook of Theory and Research. Volume IX.
498p. 0mf. L3 ED 369 342

Higher Education: Handbook of Theory and Research. Volume VI.
527p. 0mf. L3 ED 369 339

Higher Education: Handbook of Theory and Research. Volume VII.
482p. 0mf. L3 ED 369 340

Higher Education: Handbook of Theory and Research. Volume VIII.
482p. 0mf. L3 ED 369 341

Quality Assurance in "New" Methods of Learning.
8p. 1mf. L1 ED 369 347

Questions of Quality: in Europe and Beyond. Higher Education Report No. 1.
62p. 1mf. L2 ED 369 343

Research and Intervention. Preventing Substance Abuse in Higher Education.
129p. 2mf. L1 ED 369 345

Hispanic Americans

Middle Class Squeeze. The Tomas Rivera Center Policy Brief.
4p. 1mf. L2 ED 369 846

The Mobility Strategies of Successful Hispanic High School Students.
14p. 1mf. L1 ED 369 862

History Instruction

From the Axial Age to the New Age: Religion as a Dynamic of World History.
15p. 1mf. L1 ED 369 717

History. Annotated Bibliography of Tests.
15p. 1mf. L1 ED 369 788

Improving the Critical Thinking Skills of Ninth Grade World History Students by Integrating Critical Thinking Skills and Course Content.
82p. 1mf. L1 ED 369 722

Mr. Stinson's Vietnam: Moral Ambiguity in the History Classroom. Teaching Cases in Cross-Cultural Education, No. 11.
30p. 1mf. L1 ED 369 701

History Textbooks

History Textbooks: A Standard and Guide. 1994-95 Edition.
64p. 1mf. L1 ED 369 709

Holistic Approach

Active Learning in a Family Day Care Setting.
176p. 0mf. L3 ED 369 544

Educating the Entire Person.
105p. 2mf. L1 ED 369 523

Integrating the Curricula: A Collection.
216p. 3mf. L2 ED 369 572

Home Economics

Health/Home Economics Classroom Activities for Secondary Schools. Schools in an Aging Society.
108p. 2mf. L1 ED 369 775

A Study To Determine the Attitudes of Advisors Regarding the Future Direction of the Michigan Association of FHA/HERO. Final

33p. 1mf. L2 ED 369 702

Review of Sweden's National Evaluation Demonstration Project: Early Childhood Teacher Education.
10p. 1mf. L1 ED 369 480

International Organizations

Learning To Live in Harmony and Diversity: Focus on Human Rights Education.
62p. 1mf. L1 ED 368 964

International Programs

Co-Operation for Reinforcing the Development of Education in Europe (CORDEE). Final Report of the Regional Consultation Meeting (Paris, February 12-15, 1991).
33p. 1mf. L2 ED 369 702

Improving Teacher Education through International Cooperation and Partnership.
21p. 1mf. L1 ED 369 479

Proceedings of the Clemson Conference on Language and International Trade (Clemson, South Carolina, March 9-11, 1989).
128p. 2mf. L1 ED 369 256

International Relations

Going to War? Bosnia and Beyond. A Study Circle Discussion Program.
44p. 1mf. L1 ED 369 669

International Understanding at School. Bulletin No. 59-60 1991.
53p. 1mf. L1 ED 369 718

"The State of 'Education and Development': New Directions." International Conference (Cairo, Egypt, November 22-25, 1993). Book of Abstracts.
106p. 2mf. L1 ED 369 726

International Studies

The Power of Comparison in Teaching about Constitutionalism, Law, and Democracy.
24p. 1mf. L1 ED 369 727

International Trade

Bilingual Information Processing--Autonomous Learning and Cross-Cultural Negotiating--the European Monetary Union Project at Aston University.
10p. 1mf. L1 ED 369 263

Planning for International Business Programs: The Resources, Concepts, Strategies, and Practices.
17p. 1mf. L1 ED 368 909

Proceedings of the Clemson Conference on Language and International Trade (Clemson, South Carolina, March 9-11, 1989).
128p. 2mf. L1 ED 369 256

Interpersonal Communication

Adapting Pfeiffer and Jones' Experiential Learning Model for Classroom Use.
12p. 1mf. L2 ED 369 115

The Collaborative Nature of Language Learning and Meaning Making in Mexican-American Bilingual Kindergarteners' Storybook Discussions.
32p. 1mf. L2 ED 369 261

Communicating on the Job.
95p. 1mf. L1 ED 368 969

Getting Started: Second Language Development in K-1 French Immersion.
62p. 1mf. L1 ED 369 262

Group Behavior and Influence. Annotated Bibliography of Tests.

Hands-On Instruction in an Electronic Classroom. A Final Report to the U.S. Dept. of Education of a Research and Development Grant Awarded To Establish a Fully-Equipped Electronic Training Room and Test the Effectiveness of Hands-On Instruction in Learning the NOTIS OPAC and Silver-Platter ERIC.
109p. 2mf. L1 ED 369 391

Library Materials

A Literacy Lending Library. Project Report.
105p. 2mf. L1 ED 368 880

Library Planning

Mass Deacidification Systems: Planning and Managerial Decision Making.
33p. 1mf. L1 ED 369 400

A Roundtable on Mass Deacidification. Report on a Meeting (Andover, Massachusetts, September 12-13, 1991).
139p. 2mf. L1 ED 369 401

The South Carolina Program for Library Development 1993-1996 under the Library Services and Construction Act (P.L. 101-254, FY 1994).
65p. 1mf. L1 ED 369 397

Library Role

Power Teaching; A Primary Role of the School Library Media Specialist. School Library Media Programs: Focus on Trends and Issues No. 14.
171p. 0mf. L3 ED 369 419

Library Services

Helping Kindergarten-Fifth Grade Open Library Programs Develop Strategies for Improving Parent Staffing.
116p. 2mf. L1 ED 369 387

International Students and American Academic Libraries: An Empowering Relation.
26p. 1mf. L1 ED 369 403

Iowa Governor's Pre-White House Conference on Library and Information Services Proceedings (Des Moines, Iowa, April 30-May 2, 1991).
50p. 1mf. L1 ED 369 408

Marketing & Libraries Do Mix: A Handbook for Libraries and Information Centers.
201p. 3mf. L1 ED 369 395

The Project GAIN Report: Connecting Rural Public Libraries to the Internet.
103p. 2mf. L2 ED 369 409

School Library Policy Statement. Revised.
8p. 1mf. L1 ED 369 396

The South Carolina Program for Library Development 1993-1996 under the Library Services and Construction Act (P.L. 101-254, FY 1994).
65p. 1mf. L1 ED 369 397

Life Events

Life Stress and Reading Comprehension Test Scores in the Middle School Student.
42p. 1mf. L1 ED 369 057

Life Style

A Comparison of the Academic Behaviors of Elementary and Secondary Education Students.
11p. 1mf. L1 ED 369 764

Mediating Influences on Serum Lipids among Postmenopausal Women.
19p. 1mf. L1 ED 369 740

Bridging Early Services for Children with Special Needs and Their Families: A Practical Guide for Transition Planning.
318p. 0mf. L3 ED 369 239

Sources of Redundancy in Printed English.
9p. 1mf. L1 ED 369 044

Money Management

Abuses in Federal Student Grant Programs. Hearings before the Permanent Subcommittee on Investigations of the Committee on Governmental Affairs, United States Senate, One Hundred Third Congress, First Session (October 27-28, 1993).
561p. 6mf. L1 ED 369 381

Administrative Flexibility Granted to the University of Hawaii and the Department of Education. Final Report to the Governor and the Legislative of the State of Hawaii.
32p. 1mf. L1 ED 369 166

Moral Development

Kantian Model of Moral Development.
17p. 1mf. L1 ED 369 813

Moral Development. Annotated Bibliography of Tests.
26p. 1mf. L1 ED 369 834

Moral Development: Making the Connection between Choices, Responsibility and Self-Esteem.
14p. 1mf. L2 ED 369 555

Mother Attitudes

Maternal Separation Anxiety as a Determinant of Role Satisfaction.
23p. 1mf. L1 ED 369 014

Mothers

The Mother-Daughter Bond.
13p. 1mf. L1 ED 369 000

Women Work, Poverty Persists: A Status Report on Displaced Homemakers & Single Mothers in the United States.
77p. 1mf. L2 ED 369 029

Motivation

Action Control, Motivation, and Academic Achievement.
17p. 1mf. L1 ED 368 991

Motivation Techniques

Motivation To Learn: From Theory to Practice. Second Edition.
292p. 0mf. L3 ED 369 773

Motor Development

Motor Learning in Childhood Education: Curricular, Compensatory, Cognitive.
197p. 0mf. L3 ED 369 553

Multicultural Education

Bigotry, Prejudice, and Hatred: Definitions, Causes, and Solutions. Contemporary Issues Series.
243p. 0mf. L3 ED 369 874

Changing Classroom Cultures: Anti-Racism, Politics and Schools.
168p. 0mf. L3 ED 369 180

The Classroom as a Third-Culture: Contemporary Perspectives Regarding Multicultural Communication Education.
20p. 1mf. L1 ED 369 112

Destination: Cameroon. Study Guide.
62p. 1mf. L2 ED 369 711

Improving Knowledge and Competency of Early Childhood Providers Through an In-Service Multicultural Bilingual Program.

Leaders of Change! Successful Workforce Development Projects. Envisioning a Competitive America: The Workforce Development Forums (Boston, Massachusetts, April 14-16, 1993; Des Moines, Iowa, May 26-28, 1993; Albuquerque, New Mexico, July 14-16, 1993).
72p. 1mf. L1 ED 368 904

Linking High Quality Teacher Preparation to Fundamental School Reform: The Philanthropic Role. A Report on a Consultation Sponsored by the BellSouth Foundation (Memphis, Tennessee, April 21, 1993).
32p. 1mf. L1 ED 369 750

Mercer County Community College Workplace Skills Project. Final Evaluation (September 1, 1992-February 28, 1994).
209p. 3mf. L1 ED 368 968

National Network for Educational Renewal: Partner School Directory.
154p. 2mf. L1 ED 369 729

Parents and Schools: From Visitors to Partners. NEA School Restructuring Series.
105p. 2mf. L2 ED 369 499

Partnerships: Doors to the Future for Community Colleges.
4p. 1mf. L1 ED 369 447

Planning for Life: Career Planning Excellence in America, A National Policy Forum (Washington, D.C., August 4, 1993). Recognition Program: Summer 1994.
10p. 1mf. L1 ED 368 859

Promoting Multi-Site Collaborative Inquiry: Initial Efforts and Challenges.
27p. 1mf. L1 ED 369 320

School/University Partnerships and the UNI Teaching Associates Cadre Model: Professional Benefits to PreK-12 Educators.
28p. 1mf. L1 ED 369 728

Tomorrow's Needs; Today's Challenges. Annual Aviation Education Forum (1st, Washington, D.C., June 18, 1993). Edited Proceedings.
32p. 1mf. L1 ED 368 868

Paying for College

The Impact of Rising Tuition on the Low Income and Minority Populations of Arizona.
19p. 1mf. L1 ED 369 433

The Student Guide: Financial Aid from the U.S. Department of Education, 1994-95.
61p. 1mf. L1 ED 369 365

Ways and Means: How Minnesota Families Pay for College.
188p. 2mf. L1 ED 369 327

Peace

Fostering Peace: A Comparison of Conflict Resolution Approaches for Students (K-12).
35p. 1mf. L2 ED 368 993

Peace Museums as Potential Instruments of Peace Education. Views Expressed by Members of the PEC Network. Peace Education Miniprints No. 51.
16p. 1mf. L1 ED 369 716

Second-Order Learning and Education for Peace: Eva Nordland and the Project "Preparedness for Peace." Peace Education Miniprints No. 54.
15p. 1mf. L1 ED 369 715

Peer Counseling

Drug Information Units Project: A Resource Directory of Available Drug Education Information at Ashland Community College.
29p. 1mf. L1 ED 369 453

27p. 1mf. L1 ED 368 861

Bridging Early Services for Children with Special Needs and Their Families: A Practical Guide for Transition Planning.

318p. 0mf. L3 ED 369 239

Changing Perspectives: Youth as Resources.

87p. 1mf. L1 ED 369 842

The Development and Implementation of a Training Module To Increase the Awareness of Assistive Technology.

79p. 1mf. L1 ED 369 770

Directing a Basic Writing Program: Encouraging Diversity among Students and Instructors.

21p. 1mf. L1 ED 369 085

Education and Welfare Reform: The Story of a Second Chance School. Fastback 355.

43p. 1mf. L1 ED 368 895

Guide d'enseignement: Art dramatique, Secondaire, Deuxieme cycle (Instructional Guide: Theater Arts, Secondary Schools, Second Cycle).

312p. 4mf. L1 ED 369 121

Implementation of the Louisiana ADD Law.

41p. 1mf. L1 ED 369 197

Integrating Summer Day Camps: A Process for City-Wide Change. Project REC.

23p. 1mf. L1 ED 369 205

Malaysia's First Day Care Center for Children with Disabilities: Future Needs in Research in Early Intervention.

24p. 1mf. L1 ED 369 189

Marketing & Libraries Do Mix: A Handbook for Libraries and Information Centers.

201p. 3mf. L1 ED 369 395

A Partnership in Training: A Distance Learning Approach to In-Service Training in Rural Communities.

9p. 1mf. L1 ED 369 590

A Plan to Implement a Pre-Military Development Program.

315p. 4mf. L1 ED 368 894

Planning for International Business Programs: The Resources, Concepts, Strategies, and Practices.

17p. 1mf. L1 ED 368 909

Planning Responsibly for Adult Education. A Guide to Negotiating Power and Interests. Jossey-Bass Higher and Adult Education Series.

208p. 0mf. L3 ED 368 927

Providing Early Childhood Educare Services for the Black Preschool Child.

29p. 1mf. L1 ED 369 506

The Roots of Reading: Preserving the Heritage of a Profession through Oral History Projects.

23p. 1mf. L1 ED 369 072

A Roundtable on Mass Deacidification. Report on a Meeting (Andover, Massachusetts, September 12-13, 1991).

139p. 2mf. L1 ED 369 401

School-Age Child Care: An Action Manual for the 90s and Beyond. Second Edition.

314p. 0mf. L3 ED 369 514

School/University Partnerships and the UNI Teaching Associates Cadre Model: Professional Benefits to PreK-12 Educators.

28p. 1mf. L1 ED 369 728

Senior Citizens as School Volunteers: New Resources for the Future. ERIC Digest.

3p. 1mf. L1 ED 369 774

Special Education Administrator Training: Meeting Market Needs through Collaboration in Northern New England.

7p. 1mf. L1 ED 369 624

The Teaching Learning Enterprise: Miami-Dade Community College's

Division of High Schools: Public Law 100.297 (Formerly 89-313): Instructional Support Program, 1992-93. OREA Evaluation Report.
26p. 1mf. L1 ED 369 211

Referral

Early Alert: A Report on Two Pilot Projects at Antelope Valley College.
49p. 1mf. L1 ED 369 452

Regular and Special Education Relationship

Are Preservice General Educators Being Adequately Prepared for Inclusion?
11p. 1mf. L1 ED 369 594

Collaborative Consultation in a Rural School.
11p. 1mf. L1 ED 369 635

Engineering the Classroom To Promote Inclusion.
7p. 1mf. L1 ED 369 614

Inclusion: The Key to Success.
8p. 1mf. L1 ED 369 617

Inclusionary Programs for Children with Language and/or Learning Disabilities: Issues in Teacher Readiness.
14p. 1mf. L1 ED 369 251

Inclusive Education in Billings, Montana: A Prototype for Rural Schools.
6p. 1mf. L1 ED 369 636

Inclusive Schools. Topical Bibliography on Inclusive Schools.
216p. 3mf. L1 ED 369 231

Teacher Study Groups As a Means of Rural Professional Development.
6p. 1mf. L1 ED 369 600

Relationship

Towards a Spatial View: Deleuze and Guattari on Technology.
9p. 1mf. L1 ED 369 410

Relaxation Training

Stress Management for Elementary Schools.
198p. 0mf. L3 ED 369 006

Stress Management.
31p. 1mf. L1 ED 368 974

Relevance (Education)

Educating the Entire Person.
105p. 2mf. L1 ED 369 523

The New Challenge: A Relevant Program for the Disadvantaged Gifted.
6p. 1mf. L1 ED 369 610

The Place of the Humanities in Continuing Higher Education. ERIC Digest No. 145.
4p. 1mf. L1 ED 368 890

Reform and Early Childhood Education: Making Teacher Preparation Professional and Relevant.
25p. 1mf. L1 ED 369 516

Religion

From the Axial Age to the New Age: Religion as a Dynamic of World History.
15p. 1mf. L1 ED 369 717

A General Survey of Religious Concepts and Art of North, East, South, and West Africa.
11p. 1mf. L1 ED 369 692

Why the Religious Right Is Wrong about Separation of Church and State.
255p. 3mf. L1 ED 369 168

59p. 1mf. L2 ED 369 655

What Have You Learned? Co-Constructing the Meaning of Time.
25p. 1mf. L1 ED 369 484

Science Laboratories

Assessing the Climate of Science Laboratory Classes.
13p. 1mf. L1 ED 369 657

Science Teachers

In-Service Chemistry Teachers Training: The Impact of Introducing Computer Technology on Teachers' Attitudes.
18p. 1mf. L1 ED 369 646

Science Tests

Biology Achievement. Annotated Bibliography of Tests.
22p. 1mf. L1 ED 369 794

Scientific and Technical Information

"Droit d'Auteur," "Copyright" and Neighboring Rights at the Crossroads.
19p. 1mf. L1 ED 369 384

Scientific Concepts

Scientific Visualization: A Synthesis of Historical Data.
17p. 1mf. L1 ED 369 651

Scientists

Scientific Visualization: A Synthesis of Historical Data.
17p. 1mf. L1 ED 369 651

Scores

Gender Differences in Achievement Test Scores.
25p. 1mf. L2 ED 369 816

Screening Tests

Culture-Fair Tests. Annotated Bibliography of Tests.
33p. 1mf. L1 ED 369 805

Developmental Scales for Preschool Children. Annotated Bibliography of Tests.
77p. 1mf. L1 ED 369 833

Intelligence--Individually Administered, Grades 4-6. Annotated Bibliography of Tests.
23p. 1mf. L1 ED 369 799

Intelligence--Individually Administered, Preschool-Grade 3. Annotated Bibliography of Tests.
35p. 1mf. L1 ED 369 798

Social Skills, Birth - Age 9. Annotated Bibliography of Tests.
70p. 1mf. L1 ED 369 835

Second Language Instruction

The Acculturation Model: The Theory and Its Implications for Classroom Language Acquisition.
27p. 1mf. L2 ED 369 272

The Acquisition of Clicks by Non-Mother-Tongue Speakers.
18p. 1mf. L1 ED 369 285

The Collaborative Nature of Language Learning and Meaning Making in Mexican-American Bilingual Kindergarteners' Storybook Discussions.
32p. 1mf. L2 ED 369 261

Enhancing Vocabulary Acquisition through Reading: A Hierarchy of Text-Related Exercise Types.
24p. 1mf. L1 ED 369 291

Feedback in L2 Writing.
7p. 1mf. L1 ED 369 287

Special Education Teachers

Alternative Certification in Special Education: A Qualitative Study of Two Models.	9p.	1mf.	L1	ED 369 603
Potpourri of Resources To Tap Gifted Education in Rural Areas.	7p.	1mf.	L1	ED 369 601
Preparing Special Educators for Work in Rural Areas: Two Field-Based Programs That Work.	8p.	1mf.	L1	ED 369 612
Reaching Out to the World: Training Teachers To Integrate Telecommunications into Special Education Classrooms.	8p.	1mf.	L1	ED 369 595
Service Delivery Models and Students with Emotional Disabilities and Behavior Disorders: A Rural Perspective.	14p.	1mf.	L1	ED 369 608
Stemming Teacher Turnover in Rural Settings: An Alternative Approach.	12p.	1mf.	L1	ED 369 618
Teachers Teaching Teachers: The Art of Working Together and Sharing.	12p.	1mf.	L1	ED 369 616

Special Needs Students

Access and the Special Needs Student. Looking at Literacy Provision.	7p.	1mf.	L1	ED 368 852
When Teacher Educators Collaboratively Reflect on Their Practices: A Case Study on Teaching Cases.	25p.	1mf.	L1	ED 369 768

Speech Acts

Speech Acts Used in Business Meetings (And Elsewhere).	18p.	1mf.	L1	ED 369 271

Speech Communication

Curricular Changes, Communication Skills, and Cultural Diversity: The Next Generation.	22p.	1mf.	L1	ED 369 125
Voice Identification: Levels-of-Processing and the Relationship between Prior Description Accuracy and Recognition Accuracy.	51p.	1mf.	L1	ED 369 128

Speech Skills

Presentation Skills.	54p.	1mf.	L1	ED 368 972
Self-Esteem in the Foreign Language Classroom: Activities That Do More Than Teach.	16p.	1mf.	L1	ED 369 267

Speeches

Presentation Skills.	54p.	1mf.	L1	ED 368 972

Spelling

The Beginnings of Writing. Third Edition.	283p.	0mf.	L3	ED 369 091
Helping Them Learn To Spell. PEN 94.	7p.	1mf.	L1	ED 369 065
Reading Lab.	57p.	1mf.	L1	ED 368 978

Spelling Instruction

The Effect of Self-Recording and Self-Recording Plus Self-

Student Personnel Services

Deaf and Hard of Hearing Students in Postsecondary Education. Statistical Analysis Report.
71p. 1mf. L1 ED 369 216

Improving the Success of Ethnically Diverse Education Majors in Preparation for Transfer and a Career in Teaching.
54p. 1mf. L1 ED 369 457

Student Placement

Differential Aptitude Test: A Data Source for Reinforcement of Educational/Occupational Choices for Special Population Enrollees.
18p. 1mf. L1 ED 368 901

Inclusion: The Key to Success.
8p. 1mf. L1 ED 369 617

Realizing Our Nation's Diversity as an Opportunity. Alternatives to Sorting America's Children. Final Report.
37p. 1mf. L1 ED 369 845

Service Delivery Models and Students with Emotional Disabilities and Behavior Disorders: A Rural Perspective.
14p. 1mf. L1 ED 369 608

State Data Collection and Monitoring Procedures Regarding Overrepresentation of Minority Students in Special Education. Project FORUM.
20p. 1mf. L1 ED 369 247

Survey on the Transferability of Associate's Degree to Four-Year Institutions.
11p. 1mf. L1 ED 369 449

Student Problems

Coaching and Counseling: Where To Draw the Line.
26p. 1mf. L1 ED 369 127

Student Publications

Anthology of Inmate Art. Special Demonstration Project.
56p. 1mf. L1 ED 368 873

Student Reaction

Readers, Texts, and Contexts in a Sixth-Grade Community of Readers.
60p. 1mf. L1 ED 369 071

Student Records

Educational Record and Report Forms. Annotated Bibliography of Tests.
22p. 1mf. L1 ED 369 802

Elementary School Children: Many Change Schools Frequently, Harming Their Education. Report to the Honorable Marcy Kaptur, House of Representatives.
56p. 1mf. L1 ED 369 526

Student Recruitment

Effective Methods of Recruiting Occupational Students in the North Carolina Community College System.
36p. 1mf. L1 ED 369 460

Looking through Eyes of Compassion: Visible Minorities in SIAST.
44p. 1mf. L1 ED 368 907

A Plan to Implement a Pre-Military Development Program.
315p. 4mf. L1 ED 368 894

Student Research

A Love/Hate Relationship: Dissertation Topic to Doctoral Committee.

Role Playing in Foreign Language Teaching: An Application in an Elementary Chinese Class.
10p. 1mf. L1 ED 369 289

Self-Directed Learning: Application and Research.
400p. 0mf. L3 ED 368 922

Subject Matter Expert's Training Module Template.
26p. 1mf. L1 ED 368 940

Teaching Writing with Small Groups.
26p. 1mf. L1 ED 369 290

Tertiary Students' Perceptions of Important Events That Occur in Their Learning Environments.
35p. 1mf. L1 ED 369 749

Workforce Training: The Pellissippi State Model.
48p. 1mf. L1 ED 369 426

Teaching Models

Exploring Staff Development Theories: The Ames Study.
32p. 1mf. L1 ED 369 751

Higher Education Faculty Institute Multidisciplinary Inservice Model Demonstration Project. Final Report.
984p. 11mf. L1 ED 369 224

Implications of Outcomes-Based Education for Children with Disabilities. Synthesis Report 6.
13p. 1mf. L1 ED 369 227

Teachers Learning from Teachers: Knowledge and Understanding in Collaborative Action Research.
31p. 1mf. L1 ED 369 756

Three Models for Teaching and Learning.
17p. 1mf. L1 ED 369 752

Using Faculty Peers To Improve Instruction in Diversified College Classrooms.
20p. 1mf. L1 ED 369 733

Teaching Skills

Model Standards for Beginning Teacher Licensing and Development: A Resource for State Dialogue. Draft for Comments.
44p. 1mf. L1 ED 369 767

A Study of Teacher and Student Bonding.
62p. 1mf. L2 ED 369 747

Three Models for Teaching and Learning.
17p. 1mf. L1 ED 369 752

Teaching Styles

Teaching Style. Annotated Bibliography of Tests.
44p. 1mf. L1 ED 369 804

Team Teaching

Improve the Quality of Instruction through Interdisciplinary Internationally Oriented Faculty Resource Teams.
105p. 2mf. L1 ED 369 309

Team Training

The Dream Team! A Multi-Level Curriculum for Developing a Rural Transdisciplinary Team Training Model.
12p. 1mf. L1 ED 369 592

Teamwork

Collaborative Consultation in a Rural School.
11p. 1mf. L1 ED 369 635

Core Curriculum. A Workplace Specific Curriculum.
183p. 2mf. L1 ED 368 902

The Dream Team! A Multi-Level Curriculum for Developing a Rural Transdisciplinary Team Training Model.
12p. 1mf. L1 ED 369 592

Tech Prep Marketing Guide. The Complete Book of Strategies and Practical Experiences.
121p. 2mf. L2 ED 368 965

Testing and Assessment in Vocational Education. Background Paper.
127p. 2mf. L1 ED 368 908

Towards ESP Programmes in Technical and Vocational Institutions in Malaysia.
14p. 1mf. L1 ED 369 286

Vocational Education Teachers

The Bachelor's for Tenure: Analysis and Options. Fourth Draft.
26p. 1mf. L1 ED 369 422

Recruitment and Retention of Minority Teachers in Vocational Education. ERIC Digest No. 144.
4p. 1mf. L1 ED 368 889

Vocational Evaluation

Classroom Strategies for Assessing Limited English Proficient Students in Vocational Programs: A Resource Handbook.
314p. 4mf. L1 ED 368 872

Vocational Followup

Employer Follow-Up Survey, February-March 1994.
16p. 1mf. L1 ED 369 472

Vocational Rehabilitation

Community-Based Employment Following Traumatic Brain Injury.
292p. 4mf. L1 ED 369 241

Private Sector Rehabilitation: Insurance, Trends & Issues for the 21st Century. A Report on the Mary E. Switzer Memorial Seminar (17th, Washington, D.C., June 2-4, 1993).
82p. 1mf. L1 ED 368 860

Training School and Rehabilitation Counselors To Provide Cooperative Transition Services.
6p. 1mf. L1 ED 369 638

Voluntary Agencies

Senior Citizens as School Volunteers: New Resources for the Future. ERIC Digest.
3p. 1mf. L1 ED 369 774

Volunteer Training

Helping Learning Disabled Adults through Special Tutorial Techniques. Final Report. 1992-1993.
30p. 1mf. L1 ED 368 878

An In-Service Math Instruction Program for Tutors. Final Report.
90p. 1mf. L1 ED 368 879

A Read Aloud Program That Encourages Parent Participation in Schools.
8p. 1mf. L1 ED 369 596

Staff Development for Volunteers: Distance Education through the Home Study Option.
77p. 1mf. L1 ED 368 866

Volunteers

Senior Citizens as School Volunteers: New Resources for the Future. ERIC Digest.
3p. 1mf. L1 ED 369 774

Volunteers and Teachers in the Classroom. Training Packet for a Two-Session Workshop. Study of ABE/ESL Instructor Training Approaches.
75p. 1mf. L1 ED 368 949

Vowels

Aggression

Origins of Ethnic Strife.
16p. 1mf. L1 ED 368 999

Aging Education

Health/Home Economics Classroom Activities for Secondary Schools. Schools in an Aging Society.
108p. 2mf. L1 ED 369 775

Agricultural Education

Association for International Agricultural and Extension Education 1994 Conference Papers. Annual Conference (10th, Arlington, Virginia, March 24-26, 1994).
473p. 5mf. L1 ED 368 914

Agricultural Laborers

The Extended Family: An Educational Program for the Seasonal and Migrant Farm Worker.
15p. 1mf. L1 ED 369 625

Agricultural Production

Food & Environment. Teaching Global Issues.
10p. 1mf. L1 ED 369 673

Agriculture

Development Communication Report, 1993.
69p. 1mf. L1 ED 369 412

Food & Environment. Teaching Global Issues.
10p. 1mf. L1 ED 369 673

Alcohol Abuse

Fetal Alcohol Syndrome (FAS), Fetal Alcohol Effects (FAE): Implications For Rural Classrooms.
17p. 1mf. L1 ED 369 602

Alcohol Education

Piecing Together an Integrated Approach to Drug-Free Schools. 1992-93 Final Report.
90p. 1mf. L1 ED 369 183

Alcoholism

Adolescent Clients of Washington State's Division of Alcohol and Substance Abuse Services: A Descriptive Study.
139p. 2mf. L1 ED 369 025

Algebra

Algebra Tests. Annotated Bibliography of Tests.
31p. 1mf. L1 ED 369 792

Alternative Teacher Certification

Alternative Certification in Special Education: A Qualitative Study of Two Models.
9p. 1mf. L1 ED 369 603

Stemming Teacher Turnover in Rural Settings: An Alternative Approach.
12p. 1mf. L1 ED 369 618

Chemistry Problem-Solving Abilities: Gender, Reasoning Level and Computer-Simulated Experiments.

25p. 1mf. L1 ED 369 656

Differences between Algorithmic and Conceptual Problem Solving by Nonscience Majors in Introductory Chemistry.

31p. 1mf. L1 ED 369 649

In-Service Chemistry Teachers Training: The Impact of Introducing Computer Technology on Teachers' Attitudes.

18p. 1mf. L1 ED 369 646

Child Abuse

Child Abuse and Neglect Prevention: A Resource and Planning Guide.

146p. 2mf. L1 ED 368 990

The Universality of Emotional Child Abuse.

19p. 1mf. L1 ED 369 003

Child Behavior

Behavior Rating Scales, Preschool - Grade 3. Annotated Bibliography of Tests.

64p. 1mf. L1 ED 369 838

A Developmental Approach to Conflict Resolution.

9p. 1mf. L1 ED 369 541

Child Care Occupations

Generations Together: A Job-Training Curriculum for Older Workers in Child Care and Related Materials. First Edition.

272p. 0mf. L3 ED 369 564

Child Caregivers

Caring for a Living: A Study on Wages and Working Conditions in Canadian Child Care. Final Report.

174p. 2mf. L2 ED 369 474

Child Day Care Center Licensing Study, 1994.

200p. 3mf. L2 ED 369 518

Garde a l'enfance: Etude sur la remuneration et les conditions de travail dans le domaine de la garde a l'enfance au Canada. Rapport final (Caring for a Living: A Study on Wages and Working Conditions in Canadian Child Care. Final Report).

208p. 3mf. L2 ED 369 498

Generations Together: A Job-Training Curriculum for Older Workers in Child Care and Related Materials. First Edition.

272p. 0mf. L3 ED 369 564

In First Person Plural: Growing Up with a Disadvantaged Community.

116p. 2mf. L1 ED 369 492

National Statement on Quality Child Care (Enonce de principe national sur la qualite dans les services de garde).

65p. 1mf. L2 ED 369 504

Child Development

The Complete Playground Book.

192p. 0mf. L3 ED 369 565

Developmental Scales for Preschool Children. Annotated Bibliography of Tests.

77p. 1mf. L1 ED 369 833

Early Childhood Development Programs in Latin America: Toward Definition of an Investment Strategy. A View from LATHR, No. 32.

64p. 1mf. L2 ED 369 501

Grad 1, 3, and 5: A Longitudinal Comparison of Graduate Follow-Up Studies.
46p. 1mf. L1 ED 369 470

Improving the Success of Ethnically Diverse Education Majors in Preparation for Transfer and a Career in Teaching.
54p. 1mf. L1 ED 369 457

Reassessing Curriculum and Transfer Rates: A Delicate Balance for the Mission of Community Colleges.
32p. 1mf. L1 ED 369 424

Survey on the Transferability of Associate's Degree to Four-Year Institutions.
11p. 1mf. L1 ED 369 449

Three Years after Graduation: Survey of 1990-91 Graduates and Certificate Holders.
20p. 1mf. L1 ED 369 469

Collegiality

Instructors as Investors: A Collegial Conspiracy To Improve Classroom Instruction.
9p. 1mf. L1 ED 369 464

The Pervasiveness of the "Psychology of Marginalization": Barriers to Institutional and Personal Development in a Multicultural Education Environment.
9p. 1mf. L1 ED 369 371

Teachers Learning from Teachers: Knowledge and Understanding in Collaborative Action Research.
31p. 1mf. L1 ED 369 756

Comics (Publications)

The Reading-Writing Connection in the Comic Book Genre: A Case Study of Three Young Writers.
94p. 1mf. L1 ED 369 070

Communication (Thought Transfer)

Communicating on the Job.
95p. 1mf. L1 ED 368 969

Communication--The Modern Approach to Education.
14p. 1mf. L1 ED 369 108

Mythical Structures in Community Vision.
19p. 1mf. L1 ED 369 122

Textbooks as Canon: The Relationship between Introductory Textbooks and Scholarly Discourse.
11p. 1mf. L1 ED 369 124

Communication Problems

Teaching Gender Issues at a Women's College: A Male's Perspective.
9p. 1mf. L1 ED 369 114

Communication Research

Strategic Humor in Leadership: Practical Suggestions for Appropriate Use.
34p. 1mf. L1 ED 369 107

Communication Skills

Communicating on the Job.
95p. 1mf. L1 ED 368 969

and Learning in the United States for Jefferson Fellows and Associates with the U.S. Agency for International Development.
31p. 1mf. L1 ED 369 369

International Students and American Academic Libraries: An Empowering Relation.
26p. 1mf. L1 ED 369 403

The Kurdish Child in America: A Handbook for Educators.
37p. 1mf. L2 ED 369 268

Making the Most of World Wise Schools: An Activity Guide for Teachers.
87p. 1mf. L2 ED 369 712

The Ninos Especiales Outreach Training Project (NEOTP). Final Report.
744p. 8mf. L1 ED 369 225

Passing It On--Folk Artists and Education in Cumberland County, New Jersey.
202p. 3mf. L1 ED 369 671

Cultural Background

A General Survey of Religious Concepts and Art of North, East, South, and West Africa.
11p. 1mf. L1 ED 369 692

Cultural Centers

Peace Museums as Potential Instruments of Peace Education. Views Expressed by Members of the PEC Network. Peace Education Miniprints No. 51.
16p. 1mf. L1 ED 369 716

Cultural Context

Impacts of Cross-Cultural Mass Media in Iceland, Northern Minnesota, and Francophone Canada in Retrospect.
15p. 1mf. L1 ED 369 111

The Multicultural E-Mail of High School-College Collaboration.
6p. 1mf. L1 ED 369 101

Worlds of Literacy. The Language and Education Library 5.
284p. 0mf. L3 ED 369 307

Cultural Differences

Administrators' Attitudes toward Cultural Diversity Management: An Empirical Study;
24p. 1mf. L1 ED 369 350

American Families: Not Just Leave It to Beaver.
16p. 1mf. L1 ED 369 103

Asian-American Children: What Teachers Should Know. ERIC Digest.
3p. 1mf. L1 ED 369 577

Curricular Changes, Communication Skills, and Cultural Diversity: The Next Generation.
22p. 1mf. L1 ED 369 125

Curriculum Diversity Competitive Grants Project: An Evaluation.
30p. 1mf. L1 ED 369 865

A Descriptive Study of Multicultural Elementary Student Playground Behaviors and Their Relationship to Gender, Age, Race and Socioeconomic Status.
34p. 1mf. L1 ED 369 521

Determinants of Ethnocentrism: A Study of the Relationship between Students' Exposure to Other Cultures and Their Attitudes toward Cultural Values.
80p. 1mf. L1 ED 369 117

Planning Accessible Conferences and Meetings: An ERIC/OSEP Information Brief for Conference Planners.
9p. 1mf. L1 ED 369 242

Private Sector Rehabilitation: Insurance, Trends & Issues for the 21st Century. A Report on the Mary E. Switzer Memorial Seminar (17th, Washington, D.C., June 2-4, 1993).
82p. 1mf. L1 ED 368 860

Reauthorization of the Technology-Related Assistance for Individuals with Disabilities Act. Hearing before the Subcommittee on Select Education and Civil Rights of the Committee on Education and Labor. House of Representatives, One Hundred Third Congress, First Session (June 10, 1993).
127p. 2mf. L1 ED 369 248

Self-Monitoring: An Alternative to Daily Point Sheets.
21p. 1mf. L1 ED 369 253

Special Education Program Standards Study. Commonwealth of Virginia. Final Technical Report.
261p. 3mf. L1 ED 369 207

Special Education Training and Resource Center (SETRC) 1992-93. OREA Report.
92p. 1mf. L1 ED 369 198

State Data Collection and Monitoring Procedures Regarding Overrepresentation of Minority Students in Special Education. Project FORUM.
20p. 1mf. L1 ED 369 247

State Education Department Preschool Handicapped Education Program. Report 93-S-23.
40p. 1mf. L1 ED 369 217

State Incentive Grant District 75/Citywide Special Education. Staff Development Program (SIG) 1992-93. OREA Report.
51p. 1mf. L1 ED 369 194

State Incentive Grant High School/State Incentive Grant. Staff Development Program (SIG) 1992-93. OREA Report.
53p. 1mf. L1 ED 369 193

A Study of Faculty Awareness of Students with Disabilities.
27p. 1mf. L1 ED 369 208

Training School and Rehabilitation Counselors To Provide Cooperative Transition Services.
6p. 1mf. L1 ED 369 638

Using a Project Portfolio: Empowerment Evaluation for Model Demonstration Projects.
14p. 1mf. L1 ED 369 209

What Is Inclusion, Anyway? An Analysis of Organizational Position Statements.
22p. 1mf. L1 ED 369 234

Disability Identification

Multicultural Issues in the Education of Students with Behavioral Disorders.
291p. 0mf. L3 ED 369 195

Disadvantaged Environment

In First Person Plural: Growing Up with a Disadvantaged Community.
116p. 2mf. L1 ED 369 492

Federal Policy Options for Improving the Education of Low-Income Students. Volume II, Commentaries.
319p. 4mf. L1 ED 369 844

Improving Higher Education in Developing Countries. EDI Seminar Series.
85p. 1mf. L2 ED 369 366

Military Training. Lessons Learned and Their Implications for the Future. Testimony before the Subcommittee on Military Forces and Personnel, Committee on Armed Services, House of Representatives.
17p. 1mf. L1 ED 368 897

National Action Plan for the Education of Girls, 1993-97.
47p. 0mf. L3 ED 369 672

National Educational Goals: Can They Lead Schools to Real Reform? Noteworthy Series.
51p. 1mf. L1 ED 369 139

The Pre-Engineering Curriculum Proceedings of the Annual CSU Conference on Innovation in Engineering Education. (1st, San Jose, California, April 26, 1991).
62p. 1mf. L1 ED 369 378

School Help: 105 Resources for Chicago School Improvement.
43p. 1mf. L1 ED 369 869

Smart Schools for San Antonio's Future: A Report on Public Education.
30p. 1mf. L1 ED 369 134

The Teaching Learning Enterprise: Miami-Dade Community College's Blueprint for Change.
200p. 0mf. L3 ED 369 454

Total Quality Management Handbook: Applying the Baldrige Criteria to Schools.
80p. 1mf. L1 ED 369 138

Educational Innovation

Improving Higher Education in Developing Countries. EDI Seminar Series.
85p. 1mf. L2 ED 369 366

Quality Assurance in "New" Methods of Learning.
8p. 1mf. L1 ED 369 347

Educational Legislation

A Compilation of Federal Education Laws. Volume III--Higher Education, As Amended through March 1994. Prepared for the Use of the Committee on Education and Labor of the U.S. House of Representatives and for the Use of the Committee on Labor and Human Resources of the United States Senate, One Hundred Third Congress, Second Session. Committee Print.
735p. 8mf. L1 ED 369 325

Goals 2000: Educate America Act. Conference Report To Accompany H.R. 1804, House of Representatives, 103d Congress, 2d Session.
232p. 3mf. L1 ED 369 149

Hearing on the Reauthorization of the Elementary, Secondary, and Vocational Education Act. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, One Hundred Third Congress, First Session (York Springs, Pennsylvania, April 30, 1993).
80p. 1mf. L1 ED 369 485

An Approach to the Evaluation of ELT Preparation Programs.	21p.	1mf.	L1	ED 369 276
Bilingual Preschool Programs: Future Directions.	23p.	1mf.	L1	ED 369 500
Collaboration in Assessment: Empowering the Individual Course Member.	14p.	1mf.	L1	ED 369 275
The Collaborative Nature of Language Learning and Meaning Making in Mexican-American Bilingual Kindergarteners' Storybook Discussions.	32p.	1mf.	L2	ED 369 261
Cooperative Learning for ABE and ESL Classes: Getting Started.	7p.	1mf.	L1	ED 368 862
Creating a Professional Workforce in Adult ESL Literacy. ERIC Digest.	4p.	1mf.	L1	ED 369 308
English as a Second Language (ESL) in Alberta Schools. Parent Handbook.	43p.	1mf.	L1	ED 369 273
English as a Second Language. Level 1.	156p.	2mf.	L1	ED 368 970
English as a Second Language. Level 2.	143p.	2mf.	L1	ED 368 971
English as a Second Language: Implementing Effective Adult Education Programs.	50p.	1mf.	L1	ED 369 303
English Literacy for LEP Students. Annotated Bibliography, Task 6.	85p.	1mf.	L1	ED 369 301
Human Resources Development in the Management of English Language Programs: An Introduction for Teachers.	17p.	1mf.	L1	ED 369 277
The Kurdish Child in America: A Handbook for Educators.	37p.	1mf.	L2	ED 369 268
Language Teacher Education in a Fast-Changing World. Anthology Series 29. Selected Papers from a Seminar on Language Teacher Education in a Fast-Changing World (April 1992).	171p.	2mf.	L1	ED 369 274
Learning Disabilities: Learner-Centered Approaches. Training Packet for a Three-Session Workshop. Study of ABE/ESL Instructor Training Approaches.	273p.	3mf.	L1	ED 368 943
Learning with Rods: One Account.	54p.	1mf.	L1	ED 369 284
Mathematics: Strategic Problem Solving. Training Packet for a Two-Session Workshop. Study of ABE/ESL Instructor Training Approaches.	86p.	1mf.	L1	ED 368 944
Mercer County Community College Workplace Skills Project. Final Evaluation (September 1, 1992-February 28, 1994).	209p.	3mf.	L1	ED 368 968
Monitoring Student Progress. Training Packet for a Two-Session Workshop. Study of ABE/ESL Instructor Training Approaches.	96p.	1mf.	L1	ED 368 945
National Workplace Literacy Program. Garment-Related Bilingual (English and Chinese) Broadcast Lessons. Book 1 and 2.	110p.	2mf.	L1	ED 369 305

Researching Pedagogy: A Transformative, Feminist Perspective.
16p. 1mf. L1 ED 369 724

Fetal Alcohol Syndrome

Fetal Alcohol Syndrome (FAS), Fetal Alcohol Effects (FAE): Implications For Rural Classrooms.
17p. 1mf. L1 ED 369 602

Prenatal Exposure to Drugs/Alcohol: Characteristics and Educational Implications of Fetal Alcohol Syndrome and Cocaine/Polydrug Effects.
126p. 0mf. L3 ED 369 238

Field Experience Programs

Education of Teachers in Field Settings: A Case Study.
11p. 1mf. L1 ED 369 753

Preparing Special Educators for Work in Rural Areas: Two Field-Based Programs That Work.
8p. 1mf. L1 ED 369 612

Finance Reform

Abuses in Federal Student Grant Programs. Hearings before the Permanent Subcommittee on Investigations of the Committee on Governmental Affairs, United States Senate, One Hundred Third Congress, First Session (October 27-28, 1993).
561p. 6mf. L1 ED 369 381

Funding Crisis Forces Action in Michigan. Policy Seminars.
13p. 1mf. L1 ED 369 136

The Future of School Finance.
21p. 1mf. L2 ED 369 132

Financial Audits

State University of New York Health Science Center at Brooklyn: Selected Contracting and Expenditure Controls. Report 93-S-50.
30p. 1mf. L1 ED 369 361

State University of New York Stony Brook University Hospital: Selected Expenditure Controls. Report 92-S-66.
26p. 1mf. L1 ED 369 360

State University of New York. Central Administration Costs. Report 92-S-104.
17p. 1mf. L1 ED 369 358

Financial Exigency

Partnerships: Doors to the Future for Community Colleges.
4p. 1mf. L1 ED 369 447

Financial Policy

Access and Affordability: Strategic Financial Perspectives for Independent Schools.
159p. 2mf. L2 ED 369 145

American Association of Colleges for Teacher Education Briefing Book 1993.
58p. 1mf. L1 ED 369 779

Funding Crisis Forces Action in Michigan. Policy Seminars.
13p. 1mf. L1 ED 369 136

Funding Methods for Public Higher Education in the SREB States.
109p. 2mf. L1 ED 369 367

The Future of School Finance.
21p. 1mf. L2 ED 369 132

Report.
51p. 1mf. L1 ED 368 939

Home Economics Skills

Home Economics Tests. Annotated Bibliography of Tests.
31p. 1mf. L1 ED 369 789

Home Instruction

HIPPY: Home Instruction Program for Preschool Youngsters. Proceedings of the HIPPY International Research Seminar (1st, Jerusalem, Israel, December 16-19, 1991).
48p. 1mf. L1 ED 369 481

Home Study

Staff Development for Volunteers: Distance Education through the Home Study Option.
77p. 1mf. L1 ED 368 866

Homeless People

Family Literacy for Parents in Bridge Housing.
30p. 1mf. L1 ED 368 877

Serving Homeless Children: The Responsibilities of Educators.
43p. 1mf. L1 ED 369 867

A Study of Some Psychological Correlates of HIV Positive Veterans.
10p. 1mf. L1 ED 369 020

Homosexuality

Bigotry, Prejudice, and Hatred: Definitions, Causes, and Solutions. Contemporary Issues Series.
243p. 0mf. L3 ED 369 874

Gay Teens at Risk. Fastback 357.
37p. 1mf. L1 ED 368 996

The Sexualized Context of American Public High Schools.
21p. 1mf. L1 ED 369 153

Hospital Personnel

State University of New York Health Science Center at Brooklyn: Selected Contracting and Expenditure Controls. Report 93-S-50.
30p. 1mf. L1 ED 369 361

State University of New York Stony Brook University Hospital: Selected Expenditure Controls. Report 92-S-66.
26p. 1mf. L1 ED 369 360

39p. 1mf. L1 ED 369 841

Managing Classroom Discourse: An Examination of Teacher/Student Interaction.
26p. 1mf. L1 ED 369 116

The "WHOOPS! Quotient" and the Wheel of Right Action: Interactive Methods for Teaching Ethics and Values in the Classroom.
25p. 1mf. L1 ED 369 123

Interpersonal Competence

Adapting the Six Category Intervention Analysis To Promote Facilitative Type Supervisory Feedback in Teaching Practice.
13p. 1mf. L1 ED 369 280

Classroom Interaction. Annotated Bibliography of Tests.
42p. 1mf. L1 ED 369 825

A Crosscultural, Ethnographical and Comparative Study of One Danish and One American Kindergarten Plus the Psychological Development of These Danish and American 6 Year Old Children.
24p. 1mf. L1 ED 369 478

Guiding Children's Social Development. Second Edition.
547p. 0mf. L3 ED 369 567

Programming for Adolescents with Behavioral Disorders, Vol. 4.
143p. 2mf. L2 ED 369 191

Programming for Adolescents with Behavioral Disorders, Vol. 5.
183p. 2mf. L2 ED 369 192

Social Skills Diagnostic Screen Administration Manual.
58p. 1mf. L1 ED 369 569

Social Skills, Birth - Age 9. Annotated Bibliography of Tests.
70p. 1mf. L1 ED 369 835

Social Skills, Grade 4 and Above. Annotated Bibliography of Tests.
81p. 1mf. L1 ED 369 836

Interpersonal Relationship

Contact inter-ethnique et communication: processus et consequences (Inter-Ethnic Contact and Communication: Process and Results).
76p. 1mf. L1 ED 369 296

Interprofessional Relationship

Instructors as Investors: A Collegial Conspiracy To Improve Classroom Instruction.
9p. 1mf. L1 ED 369 464

Teachers Teaching Teachers: The Art of Working Together and Sharing.
12p. 1mf. L1 ED 369 616

Intervention

Beyond the Dead-End Alley of Mass Education.
109p. 0mf. L3 ED 369 873

He, She and I. T.: Groupwork in a Gender-Sensitive Area.
14p. 1mf. L1 ED 369 486

Hyperactive or Activity Hyper: Intervention for the Child with Attention Problems.
7p. 1mf. L1 ED 369 196

Lifelong Learning

Abstracts of Literature in Self-Directed Learning 1966-1982.
168p. 0mf. L3 ED 368 920

Abstracts of Literature in Self-Directed Learning 1983-1991.
264p. 0mf. L3 ED 368 921

Emerging Perspectives of Self-Directed Learning.
281p. 0mf. L3 ED 368 923

New Ideas about Self-Directed Learning.
246p. 0mf. L3 ED 368 924

Self-Directed Learning: Application and Research.
400p. 0mf. L3 ED 368 922

Limited English Speaking

The Challenge for Site-Based Decision Making Councils: Making Quality Preschool Education Accessible to Language Minority Students.
8p. 1mf. L1 ED 369 545

Classroom Strategies for Assessing Limited English Proficient Students in Vocational Programs: A Resource Handbook.
314p. 4mf. L1 ED 368 872

English Literacy for LEP Students. Annotated Bibliography, Task 6.
85p. 1mf. L1 ED 369 301

Special Issues Analysis Center Annual Report: Year One. Volumes I-V.
894p. 10mf. L1 ED 369 254

Summary of the Bilingual Education State Educational Agency Program Survey of States' Limited English Proficient Persons and Available Educational Services, 1991-1992.
75p. 1mf. L1 ED 369 292

The Wisdom Is Now (Project WIN) Final Evaluation Report, 1992-93. OREA Report.
53p. 1mf. L1 ED 369 302

Linguistics

Notes on Linguistics, 1993.
267p. 3mf. L1 ED 369 295

Literacy

Analyzing Teacher Judgments with the Rasch Model: Their Contribution to the Construction of Continua to Assess Literacy Developments in the Early Years of School.
21p. 1mf. L1 ED 369 821

The Language and Literacy Spectrum, 1994. A Journal of the New York State Reading Association.
57p. 1mf. L1 ED 369 035

Language Policy, Literacy, and Culture. Roundtable Discussion from the International Conference on Education (43rd, Geneva, Switzerland, September 18, 1992).
66p. 1mf. L1 ED 369 293

Literacy Development in Network-Based Classrooms. Technical Report No. 597.
31p. 1mf. L1 ED 369 056

Literacy Development in the Early Years: Helping Children Read and Write. Second Edition.
399p. 0mf. L3 ED 369 048

51p. 1mf. L1 ED 369 530

Influsing Multicultural Education into Today's Schools. An Annotated Bibliography To Accompany a Special Topical Collection of ERIC Microfiche Intended for Teachers, Administrators, and Librarians.
65p. 1mf. L1 ED 369 703

Making the Most of World Wise Schools: An Activity Guide for Teachers.
87p. 1mf. L2 ED 369 712

Multicultural Issues in the Education of Students with Behavioral Disorders.
291p. 0mf. L3 ED 369 195

Multicultural Sensitivity: A Principal's Reference Guide.
59p. 1mf. L1 ED 369 171

Recruitment and Retention of Minority Teachers in Vocational Education. ERIC Digest No. 144.
4p. 1mf. L1 ED 368 889

Reflections on Teaching at the "Margins": Reconceptualizing Multicultural Education.
109p. 2mf. L1 ED 368 906

To Live in a Multicultural World.
65p. 0mf. L3 ED 369 668

Multigraded Classes

The Multiage Classroom: A Collection.
227p. 3mf. L2 ED 369 574

Multilingualism

Multicultural Sensitivity: A Principal's Reference Guide.
59p. 1mf. L1 ED 369 171

Multiple Choice Tests

Identification of Guessing Behavior on the Basis of the Mixed Rasch Model.
20p. 1mf. L1 ED 369 814

Multiple Employment

Texas Teachers, Moonlighting, and Morale, 1980-1994.
29p. 1mf. L1 ED 369 744

Multisensory Learning

Visual Literacy: A Neglected Component. Final Report.
52p. 1mf. L1 ED 368 888

Museums

Peace Museums as Potential Instruments of Peace Education. Views Expressed by Members of the PEC Network. Peace Education Miniprints No. 51.
16p. 1mf. L1 ED 369 716

Music

Studies in Empowerment.
112p. 2mf. L1 ED 369 664

Mythology

Mythical Structures in Community Vision.
19p. 1mf. L1 ED 369 122

Peer Evaluation

Towards a Methodology for Comparative Quality Assessment in European Higher Education. A Pilot Study on Economics in Germany, the Netherlands and the United Kingdom.
72p. 1mf. L2 ED 369 310

Peer Relationship

Kindergartners' Self-Concepts and Perceptions of Peer Interactions.
18p. 1mf. L1 ED 369 520

Peer Teaching

A Community of Writers: Peer Tutor Training for Writing Center Techniques Which Foster Dialogue in the Writing Process.
6p. 1mf. L1 ED 369 088

Creativity and Collaborative Learning: A Practical Guide to Empowering Students and Teachers.
432p. 0mf. L3 ED 369 547

Peer Tutoring in Adult Basic and Literacy Education. ERIC Digest No. 146.
4p. 1mf. L1 ED 368 891

Teachers Learning from Teachers: Knowledge and Understanding in Collaborative Action Research.
31p. 1mf. L1 ED 369 756

Using Faculty Peers To Improve Instruction in Diversified College Classrooms.
20p. 1mf. L1 ED 369 733

Performance

Performance-Based Assessment
37p. 1mf. L1 ED 369 389

Performance Factors

Relationships among Economic Diversity and Context of Student Teaching Placements and Educational Attitudes and Performance of Pre-Service Teachers.
19p. 1mf. L1 ED 369 754

Personal Narratives

Understanding Teacher Development.
243p. 0mf. L3 ED 369 784

Personality Measures

Curiosity. Annotated Bibliography of Tests.
18p. 1mf. L1 ED 369 827

Measures of Learning Style. Annotated Bibliography of Tests.
29p. 1mf. L1 ED 369 795

Personality Traits

Voices in Suicide. The Relationship between the Firestone Voice Scale for Self-Destructive Behavior and Self-Destructive Life-Styles.
18p. 1mf. L1 ED 368 998

Blueprint for Change.	200p.	0mf.	L3	ED 369 454
Tech Prep Marketing Guide. The Complete Book of Strategies and Practical Experiences.	121p.	2mf.	L2	ED 368 965

Program Effectiveness

Boysville of Michigan Family Reunification Project. Final Report, May 17, 1989 - June 30, 1991.	17p.	1mf.	L1	ED 369 489
Chapter 1 Developer/Demonstration Program Learning To Read through the Arts 1992-93. OREA Report.	66p.	1mf.	L1	ED 369 058
Chapter 2 Formula. 1992-93 Final Report.	52p.	1mf.	L1	ED 369 184
Evaluation of Utah Career Ladder Programs.	160p.	2mf.	L1	ED 369 761
Even Start Family Literacy Program Evaluation, Oklahoma City Public Schools, 1992-93.	53p.	1mf.	L2	ED 369 512
Five Years of DCS 101: An Empirical Analysis.	15p.	1mf.	L1	ED 369 362
A Forum To Examine Policy and Practice Issues Surrounding the Annual Evaluation of Program Effectiveness (Alexandria, Virginia, August 2-3, 1993). Project FORUM.	44p.	1mf.	L1	ED 369 246
GAIN: Basic Education in a Welfare-to-Work Program. California's Greater Avenues for Independence Program.	257p.	3mf.	L1	ED 368 915
HIPPY: Home Instruction Program for Preschool Youngsters. Proceedings of the HIPPY International Research Seminar (1st, Jerusalem, Israel, December 16-19, 1991).	48p.	1mf.	L1	ED 369 481
Implementation of Alternative Methods for Making Educational Accountability Decisions for Students with Disabilities. Synthesis Report 12.	32p.	1mf.	L1	ED 369 230
Issues in Early Childhood Development (ECD).	5p.	1mf.	L1	ED 369 511
Literacy on the Cafeteria Line: Evaluation of the Skills Enhancement Training Program.	83p.	1mf.	L1	ED 368 933
New Boundaries for School-Based Management: The High Involvement Model.	35p.	1mf.	L1	ED 369 186
Piecing Together an Integrated Approach to Drug-Free Schools. 1992-93 Final Report.	90p.	1mf.	L1	ED 369 183
Professional Development in Education: In Search of the Optimal Mix.	36p.	1mf.	L1	ED 369 181
Service-Learning Reflections: Update of Service-Learning in Pennsylvania.	28p.	1mf.	L1	ED 368 910
Staff Development for Volunteers: Distance Education through the Home Study Option.	77p.	1mf.	L1	ED 368 866

Religion Studies

From the Axial Age to the New Age: Religion as a Dynamic of World History.
15p. 1mf. L1 ED 369 717

Religious Cultural Groups

A General Survey of Religious Concepts and Art of North, East, South, and West Africa.
11p. 1mf. L1 ED 369 692

The Lumad and Moro of Mindanao. Minority Rights Group International Report 93/2.
37p. 1mf. L2 ED 369 694

Religious Organizations

Why the Religious Right Is Wrong about Separation of Church and State.
255p. 3mf. L1 ED 369 168

Remedial Instruction

Learning Enhancement for Adults with Disabilities. LEAD 2000 Congress Proceedings (Little Rock, Arkansas, January 29-31, 1993).
59p. 1mf. L1 ED 368 857

National Association for Development Education Annual Conference Proceedings (16th, San Antonio, Texas, February 26-March 1, 1992).
43p. 1mf. L1 ED 369 322

National Association for Developmental Education Annual Conference Proceedings (17th, Washington, D.C., March 17-21, 1993).
42p. 1mf. L1 ED 369 323

National Survey of Reading Programs for Incarcerated Juvenile Offenders.
61p. 1mf. L1 ED 369 047

Reading Lab.
57p. 1mf. L1 ED 368 978

Remedial Programs

Climbing Out from Between a Rock and a Hard Place: Responding to the Challenges of the At-Risk Student.
4p. 1mf. L1 ED 369 445

Foundations and Contexts of Developmental Education in Higher Education.
70p. 1mf. L1 ED 369 438

National Association for Development Education Annual Conference Proceedings (16th, San Antonio, Texas, February 26-March 1, 1992).
43p. 1mf. L1 ED 369 322

National Association for Developmental Education Annual Conference Proceedings (17th, Washington, D.C., March 17-21, 1993).
42p. 1mf. L1 ED 369 323

Remedial Reading

Changing Lives: Report of the Implementation of the Reading Recovery Program on the North Coast, NSW, 1991.
130p. 2mf. L1 ED 369 051

Foreign Language Mastery Curriculum.	45p.	1mf.	L1	ED 369 297
The Kurdish Child in America: A Handbook for Educators.	37p.	1mf.	L2	ED 369 268
Learning with Rods: One Account.	54p.	1mf.	L1	ED 369 284
Prewriting Activities: Focus on the Process of Writing.	9p.	1mf.	L1	ED 369 257
Proceedings of the Clemson Conference on Language and International Trade (Clemson, South Carolina, March 9-11, 1989).	128p.	2mf.	L1	ED 369 256
The Role of Cohesion in Communicative Competence as Exemplified in Oral Proficiency Testing.	21p.	1mf.	L1	ED 369 258
Role Playing in Foreign Language Teaching: An Application in an Elementary Chinese Class.	10p.	1mf.	L1	ED 369 289
Self-Esteem in the Foreign Language Classroom: Activities That Do More Than Teach.	16p.	1mf.	L1	ED 369 267
Self-Study Centre: Help, Fun, and Interdependence.	6p.	1mf.	L1	ED 369 255
Sustained Silent Reading in University Courses in EFL for Academic Purposes.	27p.	1mf.	L1	ED 369 264
A Teacher's Guide to Choosing a Secondary Foreign Language Textbook.	9p.	1mf.	L2	ED 369 269
Teachers Perceptions of and Strategies with Lexical Anomalies.	28p.	1mf.	L1	ED 369 259
Teaching for Oral Proficiency in French: A Teacher's Manual To Accompany Foreign Language Master Curriculum.	48p.	1mf.	L1	ED 369 299
Teaching for Oral Proficiency in German: A Teacher's Manual To Accompany Foreign Language Master Curriculum.	117p.	2mf.	L1	ED 369 298
Teaching for Oral Proficiency in Spanish: A Teacher's Manual To Accompany Foreign Language Master Curriculum.	88p.	1mf.	L1	ED 369 300
Teaching Writing with Small Groups.	26p.	1mf.	L1	ED 369 290
Turning the Tables: Choose the Videos, Construct the Course.	20p.	1mf.	L1	ED 369 270
The Wisdom Is Now (Project WIN) Final Evaluation Report, 1992-93. OREA Report.	53p.	1mf.	L1	ED 369 302

Second Language Learning

The Acculturation Model: The Theory and Its Implications for Classroom Language Acquisition.	27p.	1mf.	L2	ED 369 272
German - Foreign Language. Annotated Bibliography of Tests.	13p.	1mf.	L1	ED 369 786
Italian - Foreign Language. Annotated Bibliography of Tests.	10p.	1mf.	L1	ED 369 791
The Kurdish Child in America: A Handbook for Educators.	37p.	1mf.	L2	ED 369 268

Reinforcement on Spelling Achievement.
30p. 1mf. L1 ED 369 190

Helping Them Learn To Spell. PEN 94.
7p. 1mf. L1 ED 369 065

Staff Development

Assessing the Need, Acceptability, and Available Resources for Adult Literacy Staff Development through Distance Education in Rural Pennsylvania and Recommended Models To Meet the Needs.
97p. 2mf. L1 ED 368 874

Career Ladder Approach to Training for Community Facilities Personnel and Paraeducators in the State of North Dakota.
11p. 1mf. L1 ED 369 591

Evaluation of Communication Training Effectiveness in the Workplace: A Case Study.
24p. 1mf. L1 ED 369 120

Exploring Staff Development Theories: The Ames Study.
32p. 1mf. L1 ED 369 751

Inclusive Education for All Students.
9p. 1mf. L1 ED 369 619

More than the Sum of the Parts: Using Small Group Learning in Adult Basic and Literacy Education. A 353 Special Demonstration Project.
90p. 1mf. L1 ED 368 905

The Ninos Especiales Outreach Training Project (NEOTP). Final Report.
744p. 8mf. L1 ED 369 225

Participatory Staff Development: Lessons from Peers. Special Demonstration Project. Final Report.
132p. 2mf. L1 ED 368 883

Special Education Training and Resource Center (SETRC) 1992-93. OREA Report.
92p. 1mf. L1 ED 369 198

State Incentive Grant District 75/Citywide Special Education. Staff Development Program (SIG) 1992-93. OREA Report.
51p. 1mf. L1 ED 369 194

State Incentive Grant High School/State Incentive Grant. Staff Development Program (SIG) 1992-93. OREA Report.
53p. 1mf. L1 ED 369 193

Student Legal Issues. Final Report.
365p. 4mf. L1 ED 368 885

The Wisdom Is Now (Project WIN) Final Evaluation Report, 1992-93. OREA Report.
53p. 1mf. L1 ED 369 302

Staff Orientation

Staff Orientation Manual for Adult Basic and Literacy Education Providers. Final Report.
159p. 2mf. L1 ED 368 884

Staff Role

The Community Leisure Facilitator. Project REC.
36p. 1mf. L1 ED 369 204

Standardized Tests

Gender Differences in Achievement Test Scores.
25p. 1mf. L2 ED 369 816

11p. 1mf. L1 ED 369 319

Student Role

The Case for National Student Leadership on Community College Issues.
4p. 1mf. L1 ED 369 459

Democracy and Education, Students and Schools.
32p. 1mf. L1 ED 369 173

More than the Sum of the Parts: Using Small Group Learning in Adult Basic and Literacy Education. A 353 Special Demonstration Project.
90p. 1mf. L1 ED 368 905

Student School Relationship

Attitudes Toward School and School Adjustment, Grades 4-6. Annotated Bibliography of Tests.
36p. 1mf. L1 ED 369 811

Attitudes Toward School and School Adjustment, Grades 7 and Above. Annotated Bibliography of Tests.
70p. 1mf. L1 ED 369 812

Attitudes Toward School and School Adjustment, Preschool-Grade 3. Annotated Bibliography of Tests.
34p. 1mf. L1 ED 369 810

Morality, Responsibility, and the University. Studies in Academic Ethics.
273p. 0mf. L3 ED 369 326

The P-12 Experience of Students: In What Ways Can It Be a Quality Experience?
25p. 1mf. L1 ED 369 158

Student Teacher Attitudes

Are Preservice General Educators Being Adequately Prepared for Inclusion?
11p. 1mf. L1 ED 369 594

Student Teacher Evaluation

Four-Way Supervision: Weaving the Voices, Unweaving the Strands.
23p. 1mf. L1 ED 369 748

Student Teacher Supervisors

Four-Way Supervision: Weaving the Voices, Unweaving the Strands.
23p. 1mf. L1 ED 369 748

Student Teachers

Self-Efficacy and Performance Ratings of Preservice Teachers in the Area of Emotional and Behavioral Disorders.
22p. 1mf. L1 ED 369 746

The Socialization Process of Student Teachers: A Descriptive Study.
44p. 1mf. L1 ED 369 745

Student Teaching

Four-Way Supervision: Weaving the Voices, Unweaving the Strands.
23p. 1mf. L1 ED 369 748

Effective Board Participation.
127p. 0mf. L3 ED 369 315

Group Behavior and Influence. Annotated Bibliography of Tests.
39p. 1mf. L1 ED 369 841

School-Site Councils. ERIC Digest, Number 89.
3p. 1mf. L1 ED 369 154

Team Learning. Training Packet for a Three-Session Workshop. Study of ABE/ESL Instructor Training Approaches.
132p. 2mf. L1 ED 368 947

Technical Assistance

Exploring Staff Development Theories: The Ames Study.
32p. 1mf. L1 ED 369 751

Multi-Agency Project for Preschoolers (MAPPS) Outreach. Final Report.
51p. 1mf. L1 ED 369 218

The Ninos Especiales Outreach Training Project (NEOTP). Final Report.
744p. 8mf. L1 ED 369 225

Special Education Training and Resource Center (SETRC) 1992-93. OREA Report.
92p. 1mf. L1 ED 369 198

Special Issues Analysis Center Annual Report: Year One. Volumes I-V.
894p. 10mf. L1 ED 369 254

Technical Education

Industrial Arts, Grades 7-12. Annotated Bibliography of Tests.
88p. 1mf. L1 ED 369 790

The Tech Prep Associate Degree Program Revisited.
11p. 1mf. L1 ED 369 441

Tech Prep Marketing Guide. The Complete Book of Strategies and Practical Experiences.
121p. 2mf. L2 ED 368 965

Towards ESP Programmes in Technical and Vocational Institutions in Malaysia.
14p. 1mf. L1 ED 369 286

Technical Institutes

Saskatchewan Institute of Applied Science and Technology Program Review Policy and Procedures. Revised Edition.
34p. 1mf. L1 ED 368 867

Technical Writing

Making Routine Letters Have Positive Effects.
12p. 1mf. L1 ED 369 081

Technological Advancement

Gateway to the Pacific Rim: Information Resources for the 21st Century. Association of Research Libraries, Minutes of the Meeting (122nd, Honolulu, Hawaii, May 1993).
211p. 3mf. L1 ED 369 406

Gateways, Gatekeepres, and Roles in the Information Omniverse. Proceedings of the Symposium of the Association of Research Libraries and Association of American University Presses (3rd, Washington, D.C., November 13-15, 1993).
177p. 2mf. L1 ED 369 407

Life and Work in a Technological Society. ERIC Digest No. 147.
4p. 1mf. L1 ED 368 892

Dipthongization and Underspecification in Konni.
20p. 1mf. L1 ED 369 294

Wages

Caring for a Living: A Study on Wages and Working Conditions in Canadian Child Care. Final Report.
174p. 2mf. L2 ED 369 474

Garde a l'enfance: Etude sur la remuneration et les conditions de travail dans le domaine de la garde a l'enfance au Canada. Rapport final (Caring for a Living: A Study on Wages and Working Conditions in Canadian Child Care. Final Report).
208p. 3mf. L2 ED 369 498

Measuring Changes in Salaries and Wages in Public Schools. Annual Edition .
41p. 0mf. L3 ED 369 161

Waiters and Waitresses

Literacy on the Cafeteria Line: Evaluation of the Skills Enhancement Training Program.
83p. 1mf. L1 ED 368 933

War

Going to War? Bosnia and Beyond. A Study Circle Discussion Program.
44p. 1mf. L1 ED 369 669

Weekend Programs

The New Challenge: A Relevant Program for the Disadvantaged Gifted.
6p. 1mf. L1 ED 369 610

Welfare Recipients

Education and Welfare Reform: The Story of a Second Chance School. Fastback 355.
43p. 1mf. L1 ED 368 895

GAIN: Basic Education in a Welfare-to-Work Program. California's Greater Avenues for Independence Program.
257p. 3mf. L1 ED 368 915

Welfare Services

Child Care Quality: States' Difficulties Enforcing Standards Confront Welfare Reform Plans. Statement of Joseph F. Delfico, Director, Income Security Issues, Health, Education, and Human Services. Testimony before the Subcommittee on Regulation, BusinessOpportunities, and Technology, Committee on Small Business, House of Representatives.
13p. 1mf. L1 ED 369 534

Ensuring Income Security. Next Steps for Children and Families. Implementation Guide Series.
63p. 1mf. L1 ED 369 475

GAIN in the Community Colleges: A Report on the 1992-93 Survey on GAIN Participants and Funding.
21p. 1mf. L1 ED 369 465

Western Civilization

History. Annotated Bibliography of Tests.
15p. 1mf. L1 ED 369 788

Abt Associates, Inc., Cambridge, Mass.

Special Strategies for Educating Disadvantaged Children. Urban and Suburban/Rural. First Year Report.
343p. 4mf. L1 ED 369 854

Academy for Educational Development, Washington, DC. National Adult Literacy and Learning Disabilities Center.

National Resources for Adults with Learning Disabilities.
34p. 1mf. L1 ED 368 899

ACCESS ERIC, Rockville, MD.

Performance-Based Assessment
37p. 1mf. L1 ED 369 389

Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.

Creating a Professional Workforce in Adult ESL Literacy. ERIC Digest.
4p. 1mf. L1 ED 369 308

Administration for Children, Youth, and Families (DHHS), Washington, D.C.

Boysville of Michigan Family Reunification Project. Final Report, May 17, 1989 - June 30, 1991.
17p. 1mf. L1 ED 369 489

Family Reunification Project.
17p. 1mf. L1 ED 369 490

Full Circle Program's Family Consulting Services.
16p. 1mf. L1 ED 369 488

Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.

Head Start Parent Involvement: Vision, Opportunities and Strategies.
21p. 1mf. L1 ED 369 543

Head Start: A Child Development Program.
20p. 1mf. L1 ED 369 563

Administrative Development Inst., Holland, MI.

The Impact of Restructuring on the Secretarial Profession. A Survey of Office Professionals.
27p. 1mf. L1 ED 368 900

Adult Literacy and Basic Skills Unit, London (England).

An Introduction to Numeracy Teaching.
115p. 2mf. L1 ED 368 913

Agency for International Development (IDCA), Washington, DC.

Experience America: A Guide to Enhancing the Process of Living and Learning in the United States for Jefferson Fellows and Associates with the U.S. Agency for International Development.

Reauthorization of the Technology-Related Assistance for Individuals with Disabilities Act. Hearing before the Subcommittee on Select Education and Civil Rights of the Committee on Education and Labor. House of Representatives, One Hundred Third Congress, First Session (June 10, 1993).
127p. 2mf. L1 ED 369 248

Congress of the U.S., Washington, D.C. House.

Goals 2000: Educate America Act. Conference Report To Accompany H.R. 1804, House of Representatives, 103d Congress, 2d Session.
232p. 3mf. L1 ED 369 149

Historically Black Colleges and Universities Historic Building Restoration and Preservation Act. Report Together with Dissenting Views To Accompany H.R. 2921 . House of Representatives, 103D Congress, 1st Session.
10p. 1mf. L1 ED 369 353

Congress of the U.S., Washington, D.C. Office of Technology Assessment.

Making Government Work: Electronic Delivery of Federal Services.
188p. 2mf. L1 ED 369 405

Protecting Privacy in Computerized Medical Information.
168p. 2mf. L1 ED 369 416

Testing and Assessment in Vocational Education. Background Paper.
127p. 2mf. L1 ED 368 908

Congress of the U.S., Washington, D.C. Senate Committee on Governmental Affairs.

Abuses in Federal Student Grant Programs. Hearings before the Permanent Subcommittee on Investigations of the Committee on Governmental Affairs, United States Senate, One Hundred Third Congress, First Session (October 27-28, 1993).
561p. 6mf. L1 ED 369 381

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

A Compilation of Federal Education Laws. Volume III--Higher Education, As Amended through March 1994. Prepared for the Use of the Committee on Education and Labor of the U.S. House of Representatives and for the Use of the Committee on Labor and Human Resources of the United States Senate, One Hundred Third Congress, Second Session. Committee Print.
735p. 8mf. L1 ED 369 325

Partners in Creating a 21st Century Head Start. Hearing on Detailing the Recommendations Made in the Report of the Committee on Head Start Quality and Expansion in Preparation for the 1994 Head Start Reauthorization Process, before the Committee on Laborand Human Resources. United States Senate. One Hundred Third Congress, First Session.
63p. 1mf. L1 ED 369 566

Connecticut State Dept. of Education, Hartford.

Health/Home Economics Classroom Activities for Secondary Schools. Schools in an Aging Society.

Orientations of State Administrators toward Cultural Diversity in Public Agencies: An Empirical Study.
31p. 1mf. L1 ED 369 349

Indiana Univ., Bloomington. Education Policy Center.

Education in Indiana: An Overview. Special Report.
129p. 2mf. L1 ED 369 137

State Education Governance Structures.
124p. 2mf. L1 ED 369 167

Indianapolis Adult Literacy Program, IN.

Schools at the Crossroads: Which Way to Educational Excellence?
32p. 1mf. L1 ED 369 162

Institute for Women's Policy Research, Washington, DC.

What Do Unions Do for Women? Research-in-Brief.
4p. 1mf. L1 ED 368 941

Intercultural Development Research Association, San Antonio, Tex.

The Challenge for Site-Based Decision Making Councils: Making Quality Preschool Education Accessible to Language Minority Students.
8p. 1mf. L1 ED 369 545

Gender Equity. IDRA Forum.
21p. 1mf. L1 ED 369 639

International Bureau of Education, Geneva (Switzerland).

Education and Cultural Development: Policies and Practices in the Africa Region.
20p. 1mf. L1 ED 369 704

International Center for Research on Language Planning, Quebec (Quebec).

Contact inter-ethnique et communication: processus et consequences (Inter-Ethnic Contact and Communication: Process and Results).
76p. 1mf. L1 ED 369 296

International Food Informational Council Foundation, Washington, DC.

Starting Solids: A Guide for Parents and Child Care Providers.
6p. 1mf. L1 ED 369 491

International Union of Biological Sciences. Commission for Biological Education.

Order & Diversity in the Living World: Teaching Taxonomy & Systematics in Schools.
92p. 1mf. L2 ED 369 654

Iowa Peace Inst., Grinnell.

Fostering Peace: A Comparison of Conflict Resolution Approaches for Students (K-12).

New Orleans Public Schools, Louisiana. Dept. of Educational Accountability.

Districtwide Norm-Referenced and Criterion-Referenced Tests Results, 1993: An Exploratory Data Analysis of the Relationship between Achievement and Absenteeism in New Orleans Public Schools.
30p. 1mf. L1 ED 369 819

New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.

Chapter 1 Developer/Demonstration Program Learning To Read through the Arts 1992-93. OREA Report.
66p. 1mf. L1 ED 369 058

Division of High Schools: Public Law 100.297 (Formerly 89-313): Instructional Support Program, 1992-93. OREA Evaluation Report.
26p. 1mf. L1 ED 369 211

E.C.I.A. Chapter 1 Children's Art Carnival Creative Reading Program 1992-93. OREA Report.
59p. 1mf. L1 ED 369 059

Special Education Training and Resource Center (SETRC) 1992-93. OREA Report.
92p. 1mf. L1 ED 369 198

State Incentive Grant District 75/Citywide Special Education. Staff Development Program (SIG) 1992-93. OREA Report.
51p. 1mf. L1 ED 369 194

State Incentive Grant High School/State Incentive Grant. Staff Development Program (SIG) 1992-93. OREA Report.
53p. 1mf. L1 ED 369 193

The Wisdom Is Now (Project WIN) Final Evaluation Report, 1992-93. OREA Report.
53p. 1mf. L1 ED 369 302

New York Medical Coll., Valhalla. Westchester Inst. for Human Development.

Higher Education Faculty Institute Multidisciplinary Inservice Model Demonstration Project. Final Report.
984p. 11mf. L1 ED 369 224

The Ninos Especiales Outreach Training Project (NEOTP). Final Report.
744p. 8mf. L1 ED 369 225

New York State Office of the Comptroller, Albany. Div. of Management Audit.

State Education Department Preschool Handicapped Education Program. Report 93-S-23.
40p. 1mf. L1 ED 369 217

State University of New York Health Science Center at Brooklyn: Selected Contracting and Expenditure Controls. Report 93-S-50.
30p. 1mf. L1 ED 369 361

State University of New York Research Foundation: Controls over Direct Costs. Report 93-S-64.

Teaching for Oral Proficiency in Spanish: A Teacher's Manual To Accompany Foreign Language Master Curriculum.
88p. 1mf. L1 ED 369 300

Utah State Univ., Logan. Center for Persons with Disabilities.

Multi-Agency Project for Preschoolers (MAPPS) Outreach. Final Report.
51p. 1mf. L1 ED 369 218

Victoria International Development Education Association (British Columbia).

Environment. Development. How Can Societies Develop To Meet Basic Needs and Nurture Economies without Undermining the Natural Resources and Environmental Integrity on Which They Depend? Teaching Global Issues.
10p. 1mf. L1 ED 369 675

Food & Environment. Teaching Global Issues.
10p. 1mf. L1 ED 369 673

Militarism Versus Development. Teaching Global Issues.
10p. 1mf. L1 ED 369 674

Virginia Polytechnic Inst. and State Univ., Blacksburg.

Special Education Program Standards Study. Commonwealth of Virginia. Final Technical Report.
261p. 3mf. L1 ED 369 207

Virginia State Dept. of Education, Richmond.

Special Education Program Standards Study. Commonwealth of Virginia. Final Technical Report.
261p. 3mf. L1 ED 369 207

Virginia Univ., Charlottesville. School of Education.

The Systematic Inclusive Preschool Education Model for Children with Severe Disabilities. Final Report.
125p. 2mf. L1 ED 369 221

Washington Business Group on Health, Washington, DC.

An Action Blueprint for Business: Forging New Partnerships To Make a Difference in Maternal and Child Health. Highlights of the Corporate Summit for Children (Washington, D.C., April 29-30, 1992).
69p. 1mf. L2 ED 369 559

Washington Office of the State Superintendent of Public Instruction, Olympia.

The Reform Movement: Where Do Gifted Students Fit?
47p. 1mf. L1 ED 369 200

Washington State Dept. of Social and Health Services, Olympia. Office of Research and Data Analysis.

Adolescent Clients of Washington State's Division of Alcohol and Substance Abuse Services: A Descriptive Study.
139p. 2mf. L1 ED 369 025

31p. 1mf. L1 ED 369 369

Agency for International Development (IDCA), Washington, DC. Bureau for Research and Development.

Development Communication Report, 1993.
69p. 1mf. L1 ED 369 412

Alabama State Dept. of Postsecondary Education, Montgomery.

The Alabama College System Statistical Profiles, 1992-93.
76p. 1mf. L1 ED 369 466

Alachua County Schools, Gainesville, Fla.

Rockin' Readers Coordinator Handbook.
29p. 1mf. L1 ED 369 053

Rockin' Readers Handbook.
29p. 1mf. L1 ED 369 052

Alaska Univ., Fairbanks. Center for Cross-Cultural Studies.

Mr. Stinson's Vietnam: Moral Ambiguity in the History Classroom. Teaching Cases in Cross-Cultural Education, No. 11.
30p. 1mf. L1 ED 369 701

Alberta Dept. of Education, Edmonton.

Becoming a Teacher: The Contribution of Teacher Education.
45p. 1mf. L1 ED 369 769

English as a Second Language (ESL) in Alberta Schools. Parent Handbook.
43p. 1mf. L1 ED 369 273

Alberta Dept. of Education, Edmonton. Language Services Branch.

Guide d'enseignement: Art dramatique, Secondaire, Deuxieme cycle (Instructional Guide: Theater Arts, Secondary Schools, Second Cycle).
312p. 4mf. L1 ED 369 121

Alberta Dept. of Education, Edmonton. Student Evaluation Branch.

Conventions of Language Study--English 30 Diploma Examinations January and June 1993. Major Assignment: Literature Composition 3-Satisfactory on Matters of Convention.
32p. 1mf. L1 ED 369 092

Diagnostic Reading Program: Diagnostic Teaching in a Language Learning Framework: 5.
164p. 2mf. L1 ED 369 054

Alpha Connection, Albuquerque, NM.

Funding Vocational Education. A Study To Enhance Employability Standards of Students in New Mexico.
133p. 2mf. L1 ED 368 962

American Academy of Pediatrics, Evanston, Ill.

An Action Blueprint for Business: Forging New Partnerships To Make a Difference in Maternal and Child Health. Highlights of the

108p. 2mf. L1 ED 369 775

Cooperative Educational Service Agency #5, Portage, WI.

Growing: Birth to Three. Piecing It All Together.
29p. 1mf. L1 ED 369 240

COSMOS Corp., Washington, DC.

Literacy on the Cafeteria Line: Evaluation of the Skills Enhancement Training Program.
83p. 1mf. L1 ED 368 933

Council for Children with Behavioral Disorders.

Monograph on Inclusion: Ensuring Appropriate Services to Children and Youth with Emotional/Behavioral Disorders--1. Highlights from the Working Forum on Inclusion (St. Louis, Missouri, October 1, 1993).
44p. 1mf. L1 ED 369 243

Programming for Adolescents with Behavioral Disorders, Vol. 4.
143p. 2mf. L2 ED 369 191

Programming for Adolescents with Behavioral Disorders, Vol. 5.
183p. 2mf. L2 ED 369 192

Council for Exceptional Children, Reston, Va.

Inclusive Schools. Topical Bibliography on Inclusive Schools.
216p. 3mf. L1 ED 369 231

Organizational, Instructional and Curricular Strategies To Support the Implementation of Unified, Coordinated, and Inclusive Schools.
86p. 1mf. L1 ED 369 252

Council for National Academic Awards, London (England).

Towards a Methodology for Comparative Quality Assessment in European Higher Education. A Pilot Study on Economics in Germany, the Netherlands and the United Kingdom.
72p. 1mf. L2 ED 369 310

Council of Chief State School Officers, Washington, D.C.

Building a System To Connect School and Employment.
82p. 1mf. L2 ED 368 938

A Joint Enterprise with America's Families To Ensure Student Success.
25p. 1mf. L2 ED 369 568

Model Standards for Beginning Teacher Licensing and Development: A Resource for State Dialogue. Draft for Comments.
44p. 1mf. L1 ED 369 767

Council of the Great City Schools, Washington, D.C.

Caring Schools, Caring Communities: An Urban Blueprint for Comprehensive School Health and Safety.
35p. 1mf. L2 ED 369 876

Critical Education Trends: A Poll of America's Urban Schools.

35p. 1mf. L2 ED 368 993

Iowa State Dept. of Education, Des Moines.

Annotated Bibliography for High School Reading: A Suggested Bibliography for 9-12 Students. Revised Edition.
94p. 1mf. L1 ED 369 063

Annotated Bibliography for Junior High/Middle School Reading: A Suggested Bibliography for 6-9 Students. Revised Edition.
75p. 1mf. L1 ED 369 062

Annotated Bibliography for Lower Elementary Reading : A Suggested Bibliography for Students Grades K-3.
74p. 1mf. L1 ED 369 060

Annotated Bibliography for Upper Elementary Reading: A Suggested Bibliography for Students Grades 3-6.
151p. 2mf. L1 ED 369 061

Iowa State Library, Des Moines.

Iowa Governor's Pre-White House Conference on Library and Information Services Proceedings (Des Moines, Iowa, April 30-May 2, 1991).
50p. 1mf. L1 ED 369 408

Johns Hopkins Univ., Baltimore, Md.

Special Strategies for Educating Disadvantaged Children. Urban and Suburban/Rural. First Year Report.
343p. 4mf. L1 ED 369 854

Kansas State Board of Education, Topeka.

Kansas Quality Performance Accreditation (QPA): A Resource Guide for Addressing Outcome 8.
15p. 1mf. L1 ED 369 001

Kennesaw Coll. Marietta, GA.

The Senior Year Experience. Conference Program and Proceedings (4th, Orlando, Florida, March 13-15, 1994).
66p. 1mf. L1 ED 369 314

Kentucky Kids Count Consortium.

Evening the Odds: Taking Action for Kentucky's African American Children and Their Families.
77p. 1mf. L1 ED 369 848

Kentucky State Dept. of Education, Frankfort.

Supporting the Total Child. Resource Book. Chapter 1 & 2. Successful Programs 1993-94.
118p. 2mf. L1 ED 369 866

Tracking Our Schools, 1992: Strategies for Achieving Educational Goals. Kentucky's Annual Report to the President.
30p. 1mf. L1 ED 369 131

Kentucky Univ., Lexington. Inst. on Education Reform.

Kentucky's Primary Program: A Progress Report.

19p. 1mf. L1 ED 369 359

State University of New York Stony Brook University Hospital: Selected Expenditure Controls. Report 92-S-66.
26p. 1mf. L1 ED 369 360

State University of New York. Central Administration Costs. Report 92-S-104.
17p. 1mf. L1 ED 369 358

New York State Reading Association.

The Language and Literacy Spectrum, 1994. A Journal of the New York State Reading Association.
57p. 1mf. L1 ED 369 035

Newark City School District, Ohio.

Chapter 1: Creating Opportunities for Success through Replacement Services. Chapter 1 Replacement Class Collaborative Teaming and Intensive Teaching Time. A Model for Student Success in Newark City Schools.
28p. 1mf. L1 ED 369 863

Chapter 1: Creating Opportunities for Success. Strengthening Instruction for At-Risk Students through In-Class Services.
27p. 1mf. L1 ED 369 847

Newcastle upon Tyne Polytechnic (England).

Assessment Issues in Higher Education.
88p. 1mf. L1 ED 369 370

Newsweek, Inc., New York, NY.

A Study of Attitudes & Behavior Regarding Children's Education. The Third PTA National Education Survey.
185p. 2mf. L1 ED 369 537

North Carolina State Dept. of Labor, Raleigh.

Apprenticeship Reference Guide. Third Edition.
99p. 2mf. L1 ED 368 864

North Carolina State Dept. of Public Instruction, Raleigh.

The History of Education in North Carolina.
29p. 1mf. L1 ED 369 713

North Carolina Univ., Chapel Hill. General Administration.

Statistical Abstract of Higher Education in North Carolina, 1993-94.
279p. 3mf. L1 ED 369 376

North Central Regional Educational Lab., Oak Brook, IL.

Funding Crisis Forces Action in Michigan. Policy Seminars.
13p. 1mf. L1 ED 369 136

Restructuring Schools: Exploring School-Based Management and Empowerment Issues. A National Perspective.
11p. 1mf. L1 ED 369 157

Washington Univ., Seattle. Center for Educational Renewal.

National Network for Educational Renewal: Partner School Directory.
154p. 2mf. L1 ED 369 729

Washington-Greene County Community Action Corp., Waynesburg, PA.

Staff Development for Volunteers: Distance Education through the Home Study Option.
77p. 1mf. L1 ED 368 866

Wellesley Coll., Mass. Center for Research on Women.

School-Age Child Care: An Action Manual for the 90s and Beyond. Second Edition.
314p. 0mf. L3 ED 369 514

West Virginia State Coll. and University Systems, Charleston.

Sex Equity. Single Parents, Displaced Homemakers, Single Pregnant Women's Projects. Directory FY-1994.
80p. 1mf. L1 ED 368 871

West Virginia State Dept. of Education, Charleston. Div. of Technical and Adult Education.

Sex Equity. Single Parents, Displaced Homemakers, Single Pregnant Women's Projects. Directory FY-1994.
80p. 1mf. L1 ED 368 871

West Virginia Task Force on Children, Youth and Families, Charleston.

West Virginia Kids Count Data Book: 1993 County Profiles of Child Well-Being.
185p. 2mf. L1 ED 369 524

West Virginia Univ., Morgantown. Survey Research Center.

West Virginia Kids Count Data Book: 1993 County Profiles of Child Well-Being.
185p. 2mf. L1 ED 369 524

Westat, Inc., Rockville, MD.

Deaf and Hard of Hearing Students in Postsecondary Education. Statistical Analysis Report.
71p. 1mf. L1 ED 369 216

Summary of the Bilingual Education State Educational Agency Program Survey of States' Limited English Proficient Persons and Available Educational Services, 1991-1992.
75p. 1mf. L1 ED 369 292

Western Illinois Univ., Macomb. Illinois Inst. for Rural Affairs.

Business-Education Partnerships: Developing a Collaborative Relationship with Business and Community.
31p. 1mf. L1 ED 369 169

Western Michigan Univ., Kalamazoo.

Corporate Summit for Children (Washington, D.C., April 29-30, 1992).
69p. 1mf. L2 ED 369 559

American Academy of Pediatrics. Pennsylvania Chapter.

Early Childhood Health Promotion Project (October 1989 - June 1993). Final Report.
235p. 3mf. L1 ED 369 503

American Association for Higher Education, Washington, D.C.

Higher Education and the Schools: A Call to Action and Strategy for Change.
12p. 1mf. L1 ED 369 356

American Association of Colleges for Teacher Education, Washington, D.C.

American Association of Colleges for Teacher Education Briefing Book 1993.
58p. 1mf. L1 ED 369 779

Teacher Education Pipeline III: Schools, Colleges, and Departments of Education Enrollments by Race, Ethnicity, and Gender.
103p. 2mf. L1 ED 369 780

Teacher Education Policy in the States: A 50-State Survey of Legislative and Administrative Actions.
82p. 1mf. L1 ED 369 771

American Association of Community Colleges, Washington, DC.

Consulting with Your SPRE. Establishing Review Standards.
62p. 1mf. L1 ED 369 351

American Association of School Administrators, Arlington, Va.

Keeping Spirits High: Renewing Our Commitment to Education.
35p. 1mf. L1 ED 369 151

American Association of State Colleges and Universities, Washington, D.C.

Consulting with Your SPRE. Establishing Review Standards.
62p. 1mf. L1 ED 369 351

American Council on Education, Washington, D.C.

Financing Nontraditional Students: A Seminar Report.
96p. 1mf. L1 ED 369 423

American Council on Education, Washington, DC. HEATH Resource Center.

National Resources for Adults with Learning Disabilities.
34p. 1mf. L1 ED 368 899

American Council on Rural Special Education.

Rural Partnerships: Working Together. Proceedings of the Annual National Conference of the American Council on Rural Special Education (ACRES) (14th, Austin, Texas, March 23-26, 1994).

17p. 1mf. L2 ED 369 875

Urban School Safety: Strategies of the Great City Schools.
52p. 1mf. L2 ED 369 877

Council on Technology Teacher Education, Reston, VA.

Professional Development for Technology Education: Results of a National Study.
40p. 1mf. L1 ED 368 937

CSC Professional Services Group, Rockville, MD. Information Systems Div.

ERIC Clearinghouse Publications, 1993. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses Announced in Resources in Education (RIE) January-December 1993.
111p. 2mf. L1 ED 369 420

Cumberland County Library, Bridgeton, NJ.

Passing It On--Folk Artists and Education in Cumberland County, New Jersey.
202p. 3mf. L1 ED 369 671

Curriculum Corp., Carlton (Australia).

National Action Plan for the Education of Girls, 1993-97.
47p. 0mf. L3 ED 369 672

National Report on Schooling in Australia, 1991.
185p. 2mf. L1 ED 369 666

Curtin Univ. of Tech., Perth (Australia). National Key Centre for Science and Mathematics.

Assessing the Climate of Science Laboratory Classes.
13p. 1mf. L1 ED 369 657

Department of Education, Washington, DC.

The Student Guide: Financial Aid from the U.S. Department of Education, 1994-95.
61p. 1mf. L1 ED 369 365

Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.

National Survey of Reading Programs for Incarcerated Juvenile Offenders.
61p. 1mf. L1 ED 369 047

Des Moines Public Schools, Iowa.

Early Childhood Education Program Evaluation 1992-1993.
58p. 1mf. L1 ED 369 546

New Horizons Program Planning/Evaluation Report for 1992-93. Focus on Program Evaluation.
53p. 1mf. L1 ED 369 855

SUCCESS Program Planning/Evaluation Report for 1992-93. Focus on Program Evaluation.

56p. 1mf. L1 ED 369 517

LAP Reading Program: Every Child a Reader. UKERA Occasional Papers #0006.
45p. 1mf. L1 ED 369 550

Kentucky Youth Advocates, Inc., Louisville.

Evening the Odds: Taking Action for Kentucky's African American Children and Their Families.
77p. 1mf. L1 ED 369 848

Lancaster-Lebanon Intermediate Unit 13, Lancaster, Pa.

On the Write Track. A 353 Special Project. Final Report.
107p. 2mf. L1 ED 368 882

Lasting Impressions Daycare/Preschool, Inc., Bourbonnais, IL.

Moral Development: Making the Connection between Choices, Responsibility and Self-Esteem.
14p. 1mf. L2 ED 369 555

Laubach Literacy International, Syracuse, NY.

By Women/For Women: A Beginning Dialogue on Women and Literacy in the United States.
17p. 1mf. L1 ED 368 863

League for Innovation in the Community Coll.

The Case for National Student Leadership on Community College Issues.
4p. 1mf. L1 ED 369 459

Climbing Out from Between a Rock and a Hard Place: Responding to the Challenges of the At-Risk Student.
4p. 1mf. L1 ED 369 445

Hiring the Right Next Generation of Faculty.
4p. 1mf. L1 ED 369 444

Partnerships: Doors to the Future for Community Colleges.
4p. 1mf. L1 ED 369 447

Sustaining Innovation in Teaching and Learning.
4p. 1mf. L1 ED 369 446

Lehigh County Community Coll., Schnecksville, Pa.

Topics for Lehigh County Seniors.
77p. 1mf. L1 ED 368 886

Verifying Applied Literacy Skills (VALS) in ABE Programs.
90p. 1mf. L1 ED 368 887

Leon County Schools, Tallahassee, Fla.

Integrating Technology in the Classroom: Process Evaluation, Strategies and Issues.
22p. 1mf. L1 ED 369 392

Library of Congress, Washington, D.C. Congressional Research Service.

North Texas Univ., Denton. Coll. of Education.

Parent Involvement: A Survey of Proficiencies of Principals and Teachers.
35p. 1mf. L1 ED 369 556

Northeast Document Conservation Center.

A Roundtable on Mass Deacidification. Report on a Meeting (Andover, Massachusetts, September 12-13, 1991).
139p. 2mf. L1 ED 369 401

Northeast Foundation for Children, Greenfield, MA.

A Notebook for Teachers: Making Changes in the Elementary Curriculum. Revised Edition.
83p. 1mf. L1 ED 369 532

Teaching Children to Care: Management in the Responsive Classroom.
306p. 4mf. L1 ED 369 531

Northwest Regional Educational Lab., Portland, Oreg.

Distance Education Resource Directory for Northwest Schools.
46p. 1mf. L1 ED 369 386

The Global Classroom. Special Report: Online for Learning.
14p. 1mf. L1 ED 369 385

Northwest Regional Literacy Resource Center, Seattle, WA.

Software Buyer's Guide. 1993 Edition.
74p. 1mf. L1 ED 368 903

NuStats, Inc., Austin, TX.

A Study of Attitudes & Behavior Regarding Children's Education. The Third PTA National Education Survey.
185p. 2mf. L1 ED 369 537

Office of Educational Research and Improvement (ED), Washington, DC.

Keeping High-Risk Chicano Students in School: Lessons from a Los Angeles Middle School Dropout Prevention Program.
56p. 1mf. L1 ED 369 582

New Boundaries for School-Based Management: The High Involvement Model.
35p. 1mf. L1 ED 369 186

Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Keeping High-Risk Chicano Students in School: Lessons from a Los Angeles Middle School Dropout Prevention Program.
56p. 1mf. L1 ED 369 582

Office of Vocational and Adult Education (ED), Washington, DC.

Classroom Strategies for Assessing Limited English Proficient Students in Vocational Programs: A Resource Handbook.
314p. 4mf. L1 ED 368 872

A Study To Determine the Attitudes of Advisors Regarding the Future Direction of the Michigan Association of FHA/HERO. Final Report.
51p. 1mf. L1 ED 368 939

Western Reserve Associates, Cleveland Heights, OH.

Marketing & Libraries Do Mix: A Handbook for Libraries and Information Centers.
201p. 3mf. L1 ED 369 395

Who's Who among American High School Students, Lake Forest, IL.

Attitudes and Opinions from the Nation's High Achieving Teens. 24th Annual Survey of High Achievers.
163p. 2mf. L1 ED 368 995

College-Bound Digest. Valuable Information from Prominent Educators for All College-Bound Students.
57p. 1mf. L1 ED 369 013

Winthrop Coll., Rock Hill, S.C.

Impact of the Winthrop Writing Institute on Participants' Teaching and Writing 1981 through 1989.
49p. 1mf. L1 ED 369 087

Wisconsin Center for Educational Research, Madison. National Center for Effective Schools.

The Future of School Finance.
21p. 1mf. L2 ED 369 132

Wisconsin State Dept. of Public Instruction, Madison.

Child Abuse and Neglect Prevention: A Resource and Planning Guide.
146p. 2mf. L1 ED 368 990

Ensuring Student Success through Collaboration. Bulletin No. 94076.
72p. 1mf. L1 ED 369 155

Hiring, Paying & Evaluating School Administrators: A Cooperative Workbook for School Boards and Administrators.
59p. 1mf. L1 ED 369 163

Wisconsin State Dept. of Public Instruction, Madison. Bureau for Food and Nutrition Services.

Sanitation and Safety for School Food Service: Program Development. Bulletin No. 92408.
135p. 2mf. L1 ED 369 156

Wisconsin State Dept. of Public Instruction, Madison. Bureau for Pupil Services.

Preventing Youth Violence and Aggression and Promoting Safety in Schools.
27p. 1mf. L1 ED 368 989

Wisconsin State Dept. of Public Instruction, Madison. Bureau for Teacher Education, Licensing, and Placement.

The School Administrator Supply and Demand Report.

477p. 5mf. L1 ED 369 587

American Educational Studies Association.

Alternative Conceptualizations.
85p. 1mf. L1 ED 369 662

Images of the Foundations.
109p. 2mf. L1 ED 369 661

Politics and the Schools.
117p. 2mf. L1 ED 369 663

Sociopolitical Analyses.
108p. 2mf. L1 ED 369 665

Studies in Empowerment.
112p. 2mf. L1 ED 369 664

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Keeping High-Risk Chicano Students in School: Lessons from a Los Angeles Middle School Dropout Prevention Program.
56p. 1mf. L1 ED 369 582

American Library Association, Chicago, Ill.

Power Teaching; A Primary Role of the School Library Media Specialist. School Library Media Programs: Focus on Trends and Issues No. 14.
171p. 0mf. L3 ED 369 419

American Textbook Council, New York, NY.

History Textbooks: A Standard and Guide. 1994-95 Edition.
64p. 1mf. L1 ED 369 709

American Vocational Association, Alexandria, VA.

Tech Prep Marketing Guide. The Complete Book of Strategies and Practical Experiences.
121p. 2mf. L2 ED 368 965

American Youth Policy Forum, Washington, DC.

Building a System To Connect School and Employment.
82p. 1mf. L2 ED 368 938

Animal and Plant Health Inspection Service (DOA), Washington, D.C.

Veterinary Accreditation. A Reference Guide for Practitioners.
167p. 2mf. L1 ED 368 958

Antelope Valley Coll., Lancaster, Calif.

Early Alert: A Report on Two Pilot Projects at Antelope Valley College.
49p. 1mf. L1 ED 369 452

Arctic Coll., Fort Smith (Northwest Territories). Thebacha Campus.

Higher Education in the Northwest Territories: Different Systems, Different Perspectives.

64p. 1mf. L1 ED 369 860

Designs for Change, Chicago, Ill.

Chicago School Reform: The Nature and Origin of Basic Assumptions. Research and Policy Analysis Series No. 7.
73p. 1mf. L1 ED 369 870

School Help: 105 Resources for Chicago School Improvement.
43p. 1mf. L1 ED 369 869

Development Associates, Inc., Arlington, Va.

Special Issues Analysis Center Annual Report: Year One. Volumes I-V.
894p. 10mf. L1 ED 369 254

Summary of the Bilingual Education State Educational Agency Program Survey of States' Limited English Proficient Persons and Available Educational Services, 1991-1992.
75p. 1mf. L1 ED 369 292

Education Commission of the States, Denver, Colo.

State Education Governance Structures.
124p. 2mf. L1 ED 369 167

Educational Products Information Exchange Inst., Hampton Bays, NY.

EPIEgram: The Newsletter of Systemic Change, 1992-1993.
146p. 2mf. L1 ED 369 393

Educational Research Service, Arlington, Va.

Measuring Changes in Salaries and Wages in Public Schools. Annual Edition .
41p. 0mf. L3 ED 369 161

Educational Resources Information Center (ED), Washington, DC.

Resources in Education (RIE). Volume 29, Number 9.
p. 0mf. L2 ED 368 851

Educational Software Evaluation Consortium.

Compendium of Program Facts and Executive Summaries. 1990-91 Evaluation Reports.
138p. 2mf. L1 ED 369 853

Educational Testing Service, Princeton, N.J. Test Collection.

Academic Interest. Annotated Bibliography of Tests.
38p. 1mf. L1 ED 369 809

Algebra Tests. Annotated Bibliography of Tests.
31p. 1mf. L1 ED 369 792

Attitudes Toward Curriculum. Annotated Bibliography of Tests.
33p. 1mf. L1 ED 369 807

Attitudes Toward Reading. Annotated Bibliography of Tests.
23p. 1mf. L1 ED 369 808

Attitudes Toward School and School Adjustment, Grades 4-6.

Violence in Schools: An Overview. CRS Report for Congress.
12p. 1mf. L1 ED 369 159

Literacy Assistance Center, New York, NY.

The New York City Adult Literacy Initiative. Final Report, 1991-92.
42p. 1mf. L1 ED 369 304

Literacy Workers' Alliance of Manitoba, Winnipeg.

Access and the Special Needs Student. Looking at Literacy Provision.
7p. 1mf. L1 ED 368 852

Methods To Increase the Number of Successful Transfers between Programs by Students in Adult Literacy Programming. A Research Report.
110p. 2mf. L1 ED 368 853

London Univ. (England). Inst. of Education.

Catering Education and Training in France. A Comparative Study. Occasional Paper Number 8.
59p. 1mf. L2 ED 368 963

Louisiana Council for the Social Studies.

The Status of Social Studies in Louisiana Schools.
64p. 1mf. L1 ED 369 710

Lund Univ. (Sweden). Malmo School of Education.

Education for Peace in the Classroom--Curriculum Development Strategies and Materials: A Case Study from Ireland. Peace Education Miniprints No. 24.
19p. 1mf. L1 ED 369 693

Peace Museums as Potential Instruments of Peace Education. Views Expressed by Members of the PEC Network. Peace Education Miniprints No. 51.
16p. 1mf. L1 ED 369 716

Second-Order Learning and Education for Peace: Eva Nordland and the Project "Preparedness for Peace." Peace Education Miniprints No. 54.
15p. 1mf. L1 ED 369 715

Lutheran Social Mission Society, Philadelphia, PA. Lutheran Settlement House.

Participatory Staff Development: Lessons from Peers. Special Demonstration Project. Final Report.
132p. 2mf. L1 ED 368 883

Macomb Community Coll., Warren, MI. Dept. of Research and Evaluation.

Employer Follow-Up Survey, February-March 1994.
16p. 1mf. L1 ED 369 472

Five Years after Graduation: A Follow-Up Study of 1988-89 Graduates/Certificate Holders.

Ohio Association of Two-Year Colleges.

OATYC Journal, 1993-94.
98p. 2mf. L1 ED 369 450

Ohio State Library, Columbus.

Marketing & Libraries Do Mix: A Handbook for Libraries and Information Centers.
201p. 3mf. L1 ED 369 395

Ohio State Univ., Columbus. Center on Education and Training for Employment.

More than the Sum of the Parts: Using Small Group Learning in Adult Basic and Literacy Education. A 353 Special Demonstration Project.
90p. 1mf. L1 ED 368 905

Ohio State Univ., Columbus. Mershon Center.

Life in a Democratic Society: A Primary School Civics Course for Poland.
60p. 1mf. L1 ED 369 683

Oklahoma City Univ., Okla.

Even Start Family Literacy Program Evaluation, Oklahoma City Public Schools, 1992-93.
53p. 1mf. L2 ED 369 512

Oklahoma Univ., Norman. Oklahoma Research Center for Continuing Professional and Higher Education.

Abstracts of Literature in Self-Directed Learning 1966-1982.
168p. 0mf. L3 ED 368 920

Abstracts of Literature in Self-Directed Learning 1983-1991.
264p. 0mf. L3 ED 368 921

Advances in Research and Practice in Self-Directed Learning.
293p. 0mf. L3 ED 368 917

Emerging Perspectives of Self-Directed Learning.
281p. 0mf. L3 ED 368 923

New Ideas about Self-Directed Learning.
246p. 0mf. L3 ED 368 924

Self-Directed Learning Dissertation Abstracts 1966-1991.
326p. 0mf. L3 ED 368 919

Self-Directed Learning: Application and Research.
400p. 0mf. L3 ED 368 922

Self-Directed Learning: Consensus & Conflict.
296p. 0mf. L3 ED 368 918

Self-Directed Learning: Emerging Theory & Practice.
135p. 0mf. L3 ED 368 916

Open Univ., London (England). Quality Support Centre.

Questions of Quality: in Europe and Beyond. Higher Education

56p. 1mf. L1 ED 369 164

Wisconsin Univ., Madison, Univ. Extension.

A Business Advisor's Guide to Counseling Theories.
15p. 1mf. L1 ED 369 008

Ten Guidelines for Effective Counseling.
11p. 1mf. L1 ED 369 007

Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.

Community-Based Employment Following Traumatic Brain Injury.
292p. 4mf. L1 ED 369 241

Women Work! The National Network for Women's Employment, Washington, DC.

Women Work, Poverty Persists: A Status Report on Displaced Homemakers & Single Mothers in the United States.
77p. 1mf. L2 ED 369 029

Women's Job Training Agenda.
34p. 1mf. L1 ED 368 858

Woodburn Public Schools, Oreg.

Year-Round Education in the Woodburn School District.
134p. 2mf. L1 ED 369 141

World Bank, Washington, D. C.

Assessing Engineering Education in Sub-Saharan Africa. World Bank Technical Paper Number 197, Africa Technical Department Series.
210p. 3mf. L2 ED 369 364

Delayed Primary School Enrollment and Childhood Malnutrition in Ghana. An Economic Analysis.
46p. 1mf. L2 ED 369 571

World Bank, Washington, DC. Economic Development Inst.

Improving Higher Education in Developing Countries. EDI Seminar Series.
85p. 1mf. L2 ED 369 366

World Bank, Washington, DC. Latin America and the Caribbean Region.

Early Childhood Development Programs in Latin America: Toward Definition of an Investment Strategy. A View from LATHR, No. 32.
64p. 1mf. L2 ED 369 501

Youth for Understanding International Exchange, Washington, DC.

To Live in a Multicultural World.
65p. 0mf. L3 ED 369 668

72p. 1mf. L1 ED 369 427

Arizona State Board of Directors for Community Colleges, Phoenix.

The Impact of Rising Tuition on the Low Income and Minority Populations of Arizona.
19p. 1mf. L1 ED 369 433

Survey on the Transferability of Associate's Degree to Four-Year Institutions.
11p. 1mf. L1 ED 369 449

Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.

Using Informal Knowledge in Formal Domains: Intuitions and Notations Sometimes Clash.
44p. 1mf. L1 ED 369 822

Army Training and Doctrine Command, Fort Monroe, VA. Office of the Command Historian.

The Origins and Development of the National Training Center, 1976-1984. TRADOC Historical Monograph Series.
193p. 3mf. L1 ED 369 659

Ashland Community Coll., KY.

Drug Information Units Project: A Resource Directory of Available Drug Education Information at Ashland Community College.
29p. 1mf. L1 ED 369 453

Asian - South Pacific Bureau of Adult Education.

Learning To Live in Harmony and Diversity: Focus on Human Rights Education.
62p. 1mf. L1 ED 368 964

ASPIRA Association, Inc., Washington, DC. National Office.

School-To-Work: Opportunity or Barrier? ASPIRA Issue Brief.
9p. 1mf. L2 ED 369 852

Associated Colleges of Central Kansas, McPherson.

The ACCK Preservice Early Intervention Project. Final Report.
156p. 2mf. L1 ED 369 199

Association for Cross-Cultural Education and Social Studies, Inc., Washington, D.C.

Going to War? Bosnia and Beyond. A Study Circle Discussion Program.
44p. 1mf. L1 ED 369 669

Association for Educational Gerontology, Guildford (England).

Working and Learning Together. European Initiatives with Older People. A Report of the Annual Conference of the Association for Educational Gerontology Held in 1993, the European Year of Older People and Solidarity between Generations (Glasgow, Scotland,United Kingdom, July 1-4, 1993).
50p. 1mf. L1 ED 368 966

Annotated Bibliography of Tests.	36p.	1mf.	L1	ED 369 811
Attitudes Toward School and School Adjustment, Grades 7 and Above. Annotated Bibliography of Tests.	70p.	1mf.	L1	ED 369 812
Attitudes Toward School and School Adjustment, Preschool-Grade 3. Annotated Bibliography of Tests.	34p.	1mf.	L1	ED 369 810
Basic Skills. Annotated Bibliography of Tests.	70p.	1mf.	L1	ED 369 793
Behavior Rating Scales, Grade 7 and Above. Annotated Bibliography of Tests.	58p.	1mf.	L1	ED 369 840
Behavior Rating Scales, Grades 4-6. Annotated Bibliography of Tests.	52p.	1mf.	L1	ED 369 839
Behavior Rating Scales, Preschool - Grade 3. Annotated Bibliography of Tests.	64p.	1mf.	L1	ED 369 838
Biographical Inventories. Annotated Bibliography of Tests.	55p.	1mf.	L1	ED 369 829
Biology Achievement. Annotated Bibliography of Tests.	22p.	1mf.	L1	ED 369 794
Classroom Interaction. Annotated Bibliography of Tests.	42p.	1mf.	L1	ED 369 825
Culture-Fair Tests. Annotated Bibliography of Tests.	33p.	1mf.	L1	ED 369 805
Curiosity. Annotated Bibliography of Tests.	18p.	1mf.	L1	ED 369 827
Curriculum and Program Evaluation. Annotated Bibliography of Tests.	67p.	1mf.	L1	ED 369 803
Decision-Making Process. Annotated Bibliography of Tests.	33p.	1mf.	L1	ED 369 830
Developmental Scales for Preschool Children. Annotated Bibliography of Tests.	77p.	1mf.	L1	ED 369 833
Educational Record and Report Forms. Annotated Bibliography of Tests.	22p.	1mf.	L1	ED 369 802
Environments. Annotated Bibliography of Tests.	82p.	1mf.	L1	ED 369 828
Geometry. Annotated Bibliography of Tests.	38p.	1mf.	L1	ED 369 785
German - Foreign Language. Annotated Bibliography of Tests.	13p.	1mf.	L1	ED 369 786

22p. 1mf. L1 ED 369 467

Follow-Up Survey, Graduates of 1992-93.
39p. 1mf. L1 ED 369 471

Grad 1, 3, and 5: A Longitudinal Comparison of Graduate Follow-Up Studies.
46p. 1mf. L1 ED 369 470

Return Address Study Report.
11p. 1mf. L1 ED 369 468

Survey Report, 1992-93 Non-Returning Students.
11p. 1mf. L1 ED 369 473

Three Years after Graduation: Survey of 1990-91 Graduates and Certificate Holders.
20p. 1mf. L1 ED 369 469

Macomb Community Coll., Warren, MI. Inst. for Future Studies.

A Framework for Fundamental Change in the Community College: Creating a Culture of Responsiveness.
34p. 1mf. L1 ED 369 432

Manitoba Dept. of Education and Training, Winnipeg. Instructional Services Branch.

School Library Policy Statement. Revised.
8p. 1mf. L1 ED 369 396

Manpower Demonstration Research Corp., New York, N.Y.

GAIN: Basic Education in a Welfare-to-Work Program. California's Greater Avenues for Independence Program.
257p. 3mf. L1 ED 368 915

Marietta Coll., OH.

Origins of Ethnic Strife.
16p. 1mf. L1 ED 368 999

The Senior Year Experience. Conference Program and Proceedings (4th, Orlando, Florida, March 13-15, 1994).
66p. 1mf. L1 ED 369 314

Maryland State Dept. of Health and Mental Hygiene, Baltimore.

AIDS Administration Public and Professional Education and Training Programs. 1992 Annual Report to the Governor and General Assembly of Maryland.
49p. 1mf. L1 ED 369 739

Maryland Univ., College Park.

The Senior Year Experience. Conference Program and Proceedings (4th, Orlando, Florida, March 13-15, 1994).
66p. 1mf. L1 ED 369 314

Memphis State Univ., TN. Center for Research in Educational Policy.

The Center for Research in Educational Policy: Development and Status.

Report No. 1.
62p. 1mf. L2 ED 369 343

Opportunity Skyway, Inc., College Park, MD.

Tomorrow's Needs; Today's Challenges. Annual Aviation Education
Forum (1st, Washington, D.C., June 18, 1993). Edited Proceedings.
32p. 1mf. L1 ED 368 868

Parkway School District, St. Louis, MO.

Basic Skills in the Workplace: Practical Guide for Development &
Implementation.
275p. 3mf. L1 ED 368 911

Partnership for Training and Employment Careers, Washington, DC.

Tomorrow's Needs; Today's Challenges. Annual Aviation Education
Forum (1st, Washington, D.C., June 18, 1993). Edited Proceedings.
32p. 1mf. L1 ED 368 868

Pasadena Dept. of Human Services, CA.

Child Care Project. Annual Report.
41p. 1mf. L1 ED 369 487

Peace Corps, Washington, DC. Office of World Wise Schools.

Destination: Cameroon. Study Guide.
62p. 1mf. L2 ED 369 711

Making the Most of World Wise Schools: An Activity Guide for
Teachers.
87p. 1mf. L2 ED 369 712

Peavey Electronics Corp., Meridian, MS.

The Meridian Partnership: A Model Workplace Literacy Project and
Development Unit. Internal Evaluation Report, Final Report.
67p. 1mf. L1 ED 369 429

Pelavin Associates, Inc., Washington, DC.

The Adult Learner. Training Packet for a Three-Session Workshop.
Study of ABE/ESL Instructor Training Approaches.
133p. 2mf. L1 ED 368 942

Learning Disabilities: Learner-Centered Approaches. Training
Packet for a Three-Session Workshop. Study of ABE/ESL Instructor
Training Approaches.
273p. 3mf. L1 ED 368 943

Mathematics: Strategic Problem Solving. Training Packet for a Two-Session Workshop. Study of ABE/ESL Instructor Training Approaches.
86p. 1mf. L1 ED 368 944

Monitoring Student Progress. Training Packet for a Two-Session
Workshop. Study of ABE/ESL Instructor Training Approaches.
96p. 1mf. L1 ED 368 945

Planning for Instruction. Training Packet for a Two-Session
Workshop. Study of ABE/ESL Instructor Training Approaches.
102p. 2mf. L1 ED 368 946

Association for Institutional Research.

Higher Education: Handbook of Theory and Research. Volume IX.
498p. 0mf. L3 ED 369 342

Higher Education: Handbook of Theory and Research. Volume VI.
527p. 0mf. L3 ED 369 339

Higher Education: Handbook of Theory and Research. Volume VII.
482p. 0mf. L3 ED 369 340

Higher Education: Handbook of Theory and Research. Volume VIII.
482p. 0mf. L3 ED 369 341

Association for International Agricultural and Extension Education.

Association for International Agricultural and Extension Education 1994 Conference Papers. Annual Conference (10th, Arlington, Virginia, March 24-26, 1994).
473p. 5mf. L1 ED 368 914

Association for Supervision and Curriculum Development, Alexandria, Va.

The New Circles of Learning: Cooperation in the Classroom and School.
118p. 2mf. L2 ED 369 146

Association for the Advancement of Policy, Research, and Development in the Third World, Washington, DC.

"The State of 'Education and Development': New Directions." International Conference (Cairo, Egypt, November 22-25, 1993). Book of Abstracts.
106p. 2mf. L1 ED 369 726

Association for the Study of Higher Education.

Higher Education: Handbook of Theory and Research. Volume IX.
498p. 0mf. L3 ED 369 342

Higher Education: Handbook of Theory and Research. Volume VI.
527p. 0mf. L3 ED 369 339

Higher Education: Handbook of Theory and Research. Volume VII.
482p. 0mf. L3 ED 369 340

Higher Education: Handbook of Theory and Research. Volume VIII.
482p. 0mf. L3 ED 369 341

Association of American Univ. Presses, New York, NY.

Gateways, Gatekeepres, and Roles in the Information Omniverse. Proceedings of the Symposium of the Association of Research Libraries and Association of American University Presses (3rd, Washington, D.C., November 13-15, 1993).
177p. 2mf. L1 ED 369 407

Association of Commonwealth Universities, London (England).

Awards for University Administrators and Librarians 1994-96. ACU Awards Series.
30p. 0mf. L3 ED 369 355

Group Behavior and Influence. Annotated Bibliography of Tests.
39p. 1mf. L1 ED 369 841

Health and Physical Education. Annotated Bibliography of Tests.
27p. 1mf. L1 ED 369 787

History. Annotated Bibliography of Tests.
15p. 1mf. L1 ED 369 788

Home Economics Tests. Annotated Bibliography of Tests.
31p. 1mf. L1 ED 369 789

Industrial Arts, Grades 7-12. Annotated Bibliography of Tests.
88p. 1mf. L1 ED 369 790

Infant Development. Annotated Bibliography of Tests.
59p. 1mf. L1 ED 369 832

Intelligence--Group Administered, Grades 4-6. Collection.
Annotated Bibliography of Tests.
20p. 1mf. L1 ED 369 800

Intelligence--Group Administered, Grades 7 and Above. Annotated
Bibliography of Tests.
29p. 1mf. L1 ED 369 801

Intelligence--Individually Administered, Grades 4-6. Annotated
Bibliography of Tests.
23p. 1mf. L1 ED 369 799

Intelligence--Individually Administered, Preschool-Grade 3.
Annotated Bibliography of Tests.
35p. 1mf. L1 ED 369 798

Italian - Foreign Language. Annotated Bibliography of Tests.
10p. 1mf. L1 ED 369 791

Item Pools. Annotated Bibliography of Tests.
54p. 1mf. L1 ED 369 806

Measures of Learning Style. Annotated Bibliography of Tests.
29p. 1mf. L1 ED 369 795

Moral Development. Annotated Bibliography of Tests.
26p. 1mf. L1 ED 369 834

Non-Verbal Aptitude. Annotated Bibliography of Tests.
29p. 1mf. L1 ED 369 831

Piagetian Measures. Annotated Bibliography of Tests.
29p. 1mf. L1 ED 369 796

Scholastic Aptitude and Mental/Cognitive Ability. Annotated
Bibliography of Tests.
123p. 2mf. L1 ED 369 797

Social Perception and Judgment. Annotated Bibliography of Tests.
36p. 1mf. L1 ED 369 837

Social Skills, Birth - Age 9. Annotated Bibliography of Tests.
70p. 1mf. L1 ED 369 835

Social Skills, Grade 4 and Above. Annotated Bibliography of Tests.

	16p.	1mf.	L1	ED 369 382

Mercer County Community Coll., Trenton, N.J.

Basic Blueprint Reading.	88p.	1mf.	L1	ED 368 984
Business Writing.	142p.	2mf.	L1	ED 368 981
Communicating on the Job.	95p.	1mf.	L1	ED 368 969
Documentation.	55p.	1mf.	L1	ED 368 982
English as a Second Language. Level 1.	156p.	2mf.	L1	ED 368 970
English as a Second Language. Level 2.	143p.	2mf.	L1	ED 368 971
Getting the Point: Reading in the Workplace.	69p.	1mf.	L1	ED 368 977
Making the Point: Writing in the Workplace.	143p.	2mf.	L1	ED 368 983
Math Lab.	51p.	1mf.	L1	ED 368 985
Math on the Job.	68p.	1mf.	L1	ED 368 986
Mercer County Community College Workplace Skills Project. Final Evaluation (September 1, 1992-February 28, 1994).	209p.	3mf.	L1	ED 368 968
Pre-blueprint Math.	88p.	1mf.	L1	ED 368 987
Presentation Skills.	54p.	1mf.	L1	ED 368 972
Problem Solving.	38p.	1mf.	L1	ED 368 973
Reading and Writing Effectively.	164p.	2mf.	L1	ED 368 979
Reading and Writing II.	112p.	2mf.	L1	ED 368 980
Reading Lab.	57p.	1mf.	L1	ED 368 978
Skills for Tomorrow. Workplace Skills Project. DACUM Charts.	38p.	1mf.	L1	ED 368 988
Stress Management.	31p.	1mf.	L1	ED 368 974
Telecommunications in the Workplace.	31p.	1mf.	L1	ED 368 975

Team Learning. Training Packet for a Three-Session Workshop. Study of ABE/ESL Instructor Training Approaches.
132p. 2mf. L1 ED 368 947

Volunteers and Teachers in the Classroom. Training Packet for a Two-Session Workshop. Study of ABE/ESL Instructor Training Approaches.
75p. 1mf. L1 ED 368 949

Whole Language Approach. Study of ABE/ESL Instructor Training Approaches.
104p. 2mf. L1 ED 368 948

Pennsylvania Higher Education Assistance Agency, Harrisburg.

The Effects of Higher Loan Limits and Need Analysis Changes on FFELP Borrowing in Pennsylvania, July to December 1992 to 1993.
27p. 1mf. L1 ED 369 368

Pennsylvania Principals Association, Harrisburg.

Multicultural Sensitivity: A Principal's Reference Guide.
59p. 1mf. L1 ED 369 171

Pennsylvania Service-Learning Resource and Evaluation Network, Pittsburgh.

Service-Learning Reflections: Update of Service-Learning in Pennsylvania.
28p. 1mf. L1 ED 368 910

Pennsylvania State Univ., Middletown. Capitol Campus.

Assessing the Need, Acceptability, and Available Resources for Adult Literacy Staff Development through Distance Education in Rural Pennsylvania and Recommended Models To Meet the Needs.
97p. 2mf. L1 ED 368 874

Pennsylvania State Univ., University Park.

Adult Education Research Annual Conference (AERC) Proceedings (34th, University Park, Pennsylvania, May 1993).
377p. 4mf. L1 ED 368 967

Pennsylvania State Univ., University Park. Inst. for the Study of Adult Literacy.

Visual Literacy: A Neglected Component. Final Report.
52p. 1mf. L1 ED 368 888

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

American Indian/Alaska Native Education. Fastback No. 367.
42p. 1mf. L1 ED 369 585

Doctors' Stories on Teaching and Mentoring. Fastback 369.
36p. 1mf. L1 ED 369 734

Education and Welfare Reform: The Story of a Second Chance School. Fastback 355.
43p. 1mf. L1 ED 368 895

Gay Teens at Risk. Fastback 357.
37p. 1mf. L1 ED 368 996

Awards for University Teachers and Research Workers 1994-96. ACU Awards Series.
352p. 0mf. L3 ED 369 354

Association of Research Libraries, Washington, D.C.

Gateway to the Pacific Rim: Information Resources for the 21st Century. Association of Research Libraries, Minutes of the Meeting (122nd, Honolulu, Hawaii, May 1993).
211p. 3mf. L1 ED 369 406

Gateways, Gatekeepres, and Roles in the Information Omniverse. Proceedings of the Symposium of the Association of Research Libraries and Association of American University Presses (3rd, Washington, D.C., November 13-15, 1993).
177p. 2mf. L1 ED 369 407

Mass Deacidification Systems: Planning and Managerial Decision Making.
33p. 1mf. L1 ED 369 400

A Roundtable on Mass Deacidification. Report on a Meeting (Andover, Massachusetts, September 12-13, 1991).
139p. 2mf. L1 ED 369 401

Association of Small Business Development Centers.

Ten Guidelines for Effective Counseling.
11p. 1mf. L1 ED 369 007

Auburn Univ., Ala. Cooperative Extension Service.

Strategic Planning for Community Viability: A Process, Not a Destination. Circular CRD-60.
7p. 1mf. L1 ED 368 930

Austin Independent School District, Tex. Office of Research and Evaluation.

Annual Report on Student Achievement 1992-93. Publication Number 92.30.
73p. 1mf. L1 ED 369 823

Chapter 2 Formula. 1992-93 Final Report.
52p. 1mf. L1 ED 369 184

Piecing Together an Integrated Approach to Drug-Free Schools. 1992-93 Final Report.
90p. 1mf. L1 ED 369 183

School Based Improvement: Changes in AISD, 1992-93. Publication Number 93.32.
45p. 1mf. L1 ED 369 824

Australian Council for Educational Research, Hawthorn.

The Education of Girls: Policy, Research and the Question of Gender. Australian Education Review No. 35.
131p. 0mf. L3 ED 369 719

Australian Early Childhood Association, Inc., Watson.

Conflict Resolution with Young Children. AECA Resource Book

81p. 1mf. L1 ED 369 836

Systematic Observation Techniques. Annotated Bibliography of Tests.
44p. 1mf. L1 ED 369 826

Teaching Style. Annotated Bibliography of Tests.
44p. 1mf. L1 ED 369 804

Educational Testing Service, Princeton, NJ. Policy Information Center.

The Influence of Minimum Competency Tests on Teaching and Learning.
33p. 1mf. L1 ED 369 820

Educators for Social Responsibility, Cambridge, MA.

Taking Part: An Elementary Curriculum in the Participation Series.
52p. 1mf. L2 ED 369 714

Employment and Training Administration (DOL), Washington, D.C.

Leaders of Change! Successful Workforce Development Projects. Envisioning a Competitive America: The Workforce Development Forums (Boston, Massachusetts, April 14-16, 1993; Des Moines, Iowa, May 26-28, 1993; Albuquerque, New Mexico, July 14-16, 1993).
72p. 1mf. L1 ED 368 904

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Life and Work in a Technological Society. ERIC Digest No. 147.
4p. 1mf. L1 ED 368 892

Peer Tutoring in Adult Basic and Literacy Education. ERIC Digest No. 146.
4p. 1mf. L1 ED 368 891

The Place of the Humanities in Continuing Higher Education. ERIC Digest No. 145.
4p. 1mf. L1 ED 368 890

Recruitment and Retention of Minority Teachers in Vocational Education. ERIC Digest No. 144.
4p. 1mf. L1 ED 368 889

ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.

Inclusive Schools. Topical Bibliography on Inclusive Schools.
216p. 3mf. L1 ED 369 231

ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA. ERIC/OSEP Special Project on Interagency Information Dissemination.

Planning Accessible Conferences and Meetings: An ERIC/OSEP Information Brief for Conference Planners.
9p. 1mf. L1 ED 369 242

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

School-Site Councils. ERIC Digest, Number 89.

Time Management.
47p. 1mf. L1 ED 368 976

Meridian Community Coll., MS.

The Meridian Partnership: A Model Workplace Literacy Project and Development Unit. Internal Evaluation Report, Final Report.
67p. 1mf. L1 ED 369 429

Metropolitan Educational Cooperative Service Unit of the Twin Cities Area, St. Paul, MN.

A Practical Guide to Effective Site-Based Management.
208p. 0mf. L3 ED 369 140

Michigan State Univ., East Lansing. Collegiate Employment Research Inst.

It's a Hard, Hard, Hard, Hard World!
19p. 1mf. L1 ED 368 997

Mid-Continent Regional Educational Lab., Aurora, CO.

National Educational Goals: Can They Lead Schools to Real Reform? Noteworthy Series.
51p. 1mf. L1 ED 369 139

Middlesex Univ., London (England).

Work Based Learning and Higher Education in the USA.
44p. 1mf. L1 ED 369 316

Ministerial Council on Education, Employment, Training and Youth Affairs, Carlton South (Australia).

Adult Community Education. National Policy.
27p. 1mf. L1 ED 368 861

Ministry of Education and Research, Copenhagen (Denmark).

Early Childhood and Pre-School Education in Denmark.
18p. 1mf. L1 ED 369 525

Ministry of Education, Copenhagen (Denmark).

The Development of the Danish Folkeskole towards a School for All. Integration of Handicapped Pupils in the Mainstream School System.
15p. 1mf. L1 ED 369 245

Ministry of National Education, Warsaw (Poland).

Life in a Democratic Society: A Primary School Civics Course for Poland.
60p. 1mf. L1 ED 369 683

Minnesota Center for Arts Education, Golden Valley.

Interdisciplinary Learning and the Arts: An Annotated Bibliography, July 1993. Second Edition.
33p. 1mf. L1 ED 369 707

Perspectives on Interdisciplinary Education. A Focus Group Study

Tech Prep: A Strategy for School Reform. Fastback 363.
39p. 1mf. L1 ED 368 896

Technology in Rural Education. Fastback No. 366.
35p. 1mf. L1 ED 369 586

Using Paraeducators Effectively in the Classroom. Fastback 358.
34p. 1mf. L1 ED 369 732

Phi Delta Kappa, Bloomington, IN. Center on Evaluation, Development, and Research.

Hate Crime: The Rise of Hate Crime on School Campuses.
7p. 1mf. L1 ED 368 994

Pitt Community Coll., Greenville, NC.

Effective Methods of Recruiting Occupational Students in the North Carolina Community College System.
36p. 1mf. L1 ED 369 460

Pittsburgh Univ., Pa.

Alternative Assessment Measures in Adult Basic Education Programs (Adult Informal Measures: AIM).
107p. 2mf. L1 ED 368 865

Planned Parenthood of Delaware, Wilmington.

Positive Approaches: A Sexuality Guide for Teaching Developmentally Disabled Persons.
112p. 2mf. L2 ED 369 215

Policy Studies Associates, Inc., Washington, DC.

Serving Homeless Children: The Responsibilities of Educators.
43p. 1mf. L1 ED 369 867

Portage County Literacy Coalition, Ravenna, OH.

Handbook of Adult Literacy Issues for Community Members.
30p. 1mf. L1 ED 368 893

Prices Surveillance Authority, Melbourne (Australia).

Monitoring of Childcare Fees: Prices Surveillance Authority Monitoring Report No. 13.
57p. 1mf. L2 ED 369 533

Primary English Teaching Association, Newtown (Australia).

Helping Them Learn To Spell. PEN 94.
7p. 1mf. L1 ED 369 065

Tell Me: Children, Reading & Talk.
130p. 2mf. L1 ED 369 064

Public/Private Ventures, Philadelphia, PA.

Mentoring in the Juvenile Justice System: Findings from Two Pilot Programs.
94p. 1mf. L2 ED 369 024

Series, No. 2.
16p. 0mf. L3 ED 369 502

Australian Education Council, Melbourne.

National Action Plan for the Education of Girls, 1993-97.
47p. 0mf. L3 ED 369 672

National Report on Schooling in Australia, 1991.
185p. 2mf. L1 ED 369 666

Statistical Annex: National Report on Schooling in Australia, 1991.
94p. 1mf. L1 ED 369 667

BellSouth Foundation, Inc. Atlanta, GA.

Linking High Quality Teacher Preparation to Fundamental School Reform: The Philanthropic Role. A Report on a Consultation Sponsored by the BellSouth Foundation (Memphis, Tennessee, April 21, 1993).
32p. 1mf. L1 ED 369 750

Bernard Van Leer Foundation, The Hague (Netherlands).

In First Person Plural: Growing Up with a Disadvantaged Community.
116p. 2mf. L1 ED 369 492

Issues in Early Childhood Development (ECD).
5p. 1mf. L1 ED 369 511

Beryl Buck Inst. for Education, San Rafael, CA.

Evaluation of Utah Career Ladder Programs.
160p. 2mf. L1 ED 369 761

Brigham Young Univ., Provo, Utah. Library.

Hands-On Instruction in an Electronic Classroom. A Final Report to the U.S. Dept. of Education of a Research and Development Grant Awarded To Establish a Fully-Equipped Electronic Training Room and Test the Effectiveness of Hands-On Instruction in Learning the NOTIS OPAC and Silver-Platter ERIC.
109p. 2mf. L1 ED 369 391

British Columbia Dept. of Education, Victoria.

Province of British Columbia Ministry of Education Annual Report. July 1, 1990 to June 30, 1991.
82p. 1mf. L1 ED 369 660

Brookings Institution, Washington, D.C.

Administrative Compensation Survey. 1993-94.
123p. 0mf. L3 ED 369 311

Butte Coll., Oroville, CA.

A Comprehensive Tech Prep Curriculum Model.
34p. 1mf. L2 ED 369 448

California Community Colleges, Sacramento. Academic Senate.

Faculty Ethics: Expanding the AAUP Ethics Statement.

3p. 1mf. L1 ED 369 154

Student Motivation.
5p. 1mf. L1 ED 369 142

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Asian-American Children: What Teachers Should Know. ERIC Digest.
3p. 1mf. L1 ED 369 577

Children's Nutrition and Learning. ERIC Digest.
3p. 1mf. L1 ED 369 579

Integrating Children with Disabilities into Preschool. ERIC Digest.
3p. 1mf. L1 ED 369 581

Nutrition Programs for Children. ERIC Digest.
3p. 1mf. L1 ED 369 580

Resource Rooms for Children: An Innovative Curricular Tool. ERIC Digest.
3p. 1mf. L1 ED 369 576

Violence and Young Children's Development. ERIC Digest.
3p. 1mf. L1 ED 369 578

ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.

Organizing for Effective Reading Instruction. ERIC Digest.
3p. 1mf. L1 ED 369 034

Theory Meets Practice in Language Arts Assessment. ERIC Digest.
3p. 1mf. L1 ED 369 075

ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.

Senior Citizens as School Volunteers: New Resources for the Future. ERIC Digest.
3p. 1mf. L1 ED 369 774

ERIC Document Reproduction Service, Springfield, VA.

Influsing Multicultural Education into Today's Schools. An Annotated Bibliography To Accompany a Special Topical Collection of ERIC Microfiche Intended for Teachers, Administrators, and Librarians.
65p. 1mf. L1 ED 369 703

ERIC Processing and Reference Facility, Rockville, MD.

ERIC Clearinghouse Publications, 1993. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses Announced in Resources in Education (RIE) January-December 1993.
111p. 2mf. L1 ED 369 420

Resources in Education (RIE). Volume 29, Number 9.
p. 0mf. L2 ED 368 851

Eugene School District 4J, Oreg.

Conducted at the Minnesota Center for Arts Education.
46p. 1mf. L1 ED 369 706

Minnesota House of Representatives, St. Paul. Research Dept.

The Postsecondary Enrollment Options Program: A Research Report.
84p. 1mf. L1 ED 369 312

Minnesota Private Coll. Research Foundation, St. Paul.

Divided We Fall: The Declining Chance for College among Minnesota Youth from Low-Income Families and Communities of Color.
22p. 1mf. L1 ED 369 321

Ways and Means: How Minnesota Families Pay for College.
188p. 2mf. L1 ED 369 327

Minnesota State Dept. of Human Services, St. Paul.

The Children's Mental Health Integrated Fund: A Preliminary Report.
158p. 2mf. L1 ED 369 222

An Integrated Children's Mental Health System: Coordinating the Needs of Children with Multiple Problems: Children's Integrated Fund Task Force Report to the Minnesota Legislature..
122p. 2mf. L1 ED 369 223

Minnesota Univ., Minneapolis. Inst. on Community Integration.

Assistance with Integrity: The Search for Accountability and the Lives of People with Developmental Disabilities.
54p. 1mf. L1 ED 369 219

Minority Rights Group, London (England).

The Lumad and Moro of Mindanao. Minority Rights Group International Report 93/2.
37p. 1mf. L2 ED 369 694

Mississippi Univ., University.

A Plan to Implement a Pre-Military Development Program.
315p. 4mf. L1 ED 368 894

Missouri Governor's Office, Jefferson City.

A Primer to the Outstanding Schools Act.
25p. 1mf. L1 ED 369 165

Missouri State Council on Women's Economic Development and Training, Jefferson City.

Missouri Women Today...in Education...in Employment. 1991 Status Report.
55p. 1mf. L1 ED 369 684

Mount Hood Community Coll., Gresham, Oreg.

National Tech Prep Demonstration Center Annual Performance Report.
82p. 1mf. L1 ED 369 430

National Assessment of Educational Progress, Princeton, NJ.

Quebec Commission on the Evaluation of Collegiate Teaching (Quebec).

The Commission d'evaluation de l'enseignement collegial: Its Mission and Directions (La Commission d'evaluation de l'enseignement collegial: Sa mission et ses orientations).
23p. 1mf. L1 ED 369 434

Evaluating Institutional Policies on the Evaluation of Student Achievement: General Guidelines.
23p. 1mf. L1 ED 369 435

Evaluating Programs of Studies: General Guidelines.
20p. 1mf. L1 ED 369 436

Rand Corp., Santa Monica, CA. Inst. for Education and Training.

Federal Policy Options for Improving the Education of Low-Income Students. Volume I, Findings and Recommendations.
86p. 1mf. L1 ED 369 843

Federal Policy Options for Improving the Education of Low-Income Students. Volume II, Commentaries.
319p. 4mf. L1 ED 369 844

Federal Policy Options for Improving the Education of Low-Income Students. Volume III. Countering Inequity in School Finance.
58p. 1mf. L1 ED 369 868

Reading Area Community Coll., Pa.

Helping Learning Disabled Adults through Special Tutorial Techniques. Final Report. 1992-1993.
30p. 1mf. L1 ED 368 878

Resources for Family Development, Inc., Livermore, CA.

Response to Child Care Needs: The Valley Community 1993 Annual Report.
7p. 1mf. L1 ED 369 527

Responsive Systems Associates, Lithonia, GA.

Assistance with Integrity: The Search for Accountability and the Lives of People with Developmental Disabilities.
54p. 1mf. L1 ED 369 219

Royce and Royce, Lancaster, PA.

Success Stories. Celebration of Achievement.
28p. 1mf. L1 ED 368 929

Saginaw Public Schools, Mich. Dept. of Evaluation Services.

Dropout Study 1992-93. An Approved Report of the Department of Evaluation, Testing, and Research.
55p. 1mf. L1 ED 369 023

Saint Cloud State Univ., MN.

Availability of Data on School Completion Outcomes and Indicators. Technical Report 8.
45p. 1mf. L1 ED 369 228

6p. 1mf. L1 ED 369 442

Placement of Courses within Disciplines and 1996 Discipline Review and Timeline.
15p. 1mf. L1 ED 369 443

California Community Colleges, Sacramento. Office of the Chancellor.

The Bachelor's for Tenure: Analysis and Options. Fourth Draft.
26p. 1mf. L1 ED 369 422

GAIN in the Community Colleges: A Report on the 1992-93 Survey on GAIN Participants and Funding.
21p. 1mf. L1 ED 369 465

California Media and Library Educators Association.

From Library Skills to Information Literacy: A Handbook for the 21st Century.
167p. 0mf. L3 ED 369 415

California State Dept. of Education, Sacramento. Adult, Alternative, and Continuation Education Div.

English as a Second Language: Implementing Effective Adult Education Programs.
50p. 1mf. L1 ED 369 303

California State Univ., Engineering Council for Teaching and Learning.

The Pre-Engineering Curriculum Proceedings of the Annual CSU Conference on Innovation in Engineering Education. (1st, San Jose, California, April 26, 1991).
62p. 1mf. L1 ED 369 378

California State Univ., Fullerton.

Improve the Quality of Instruction through Interdisciplinary Internationally Oriented Faculty Resource Teams.
105p. 2mf. L1 ED 369 309

California Univ. System.

Keeping High-Risk Chicano Students in School: Lessons from a Los Angeles Middle School Dropout Prevention Program.
56p. 1mf. L1 ED 369 582

California Univ., Berkeley. California Policy Seminar.

California's Changing Faces: New Immigrant Survival Strategies and State Policy. A Policy Research Program Report.
195p. 3mf. L1 ED 369 871

California Univ., Berkeley. Univ. Libraries.

Collection Conservation Treatment: A Resource Manual for Program Development and Conservation Technician Training, Including "Report on Training the Trainers: A Conference on Training in Collection Conservation, Berkeley, California, April 28-May 2, 1992."
446p. 5mf. L1 ED 369 398

Safer Schools Program Assessment Report.
75p. 1mf. L1 ED 369 148

European Centre for the Development of Vocational Training, Berlin (Germany).

European Seminar: "New Training Models and Strategies for SMEs in Europe" (Valencia, Spain, October 4-5, 1993).
17p. 1mf. L1 ED 368 912

Systems and Procedures of Certification of Qualifications in the United Kingdom. National Report. 3rd Edition. CEDEFOP Panorama.
55p. 1mf. L1 ED 368 869

Executive Office of the President, Washington, D.C.

Remarks by the President to American Council on Education.
12p. 1mf. L1 ED 369 346

Family Resource Coalition, Chicago, IL.

School-Linked Services.
5p. 1mf. L1 ED 369 575

Fayette County Community Action Agency, Inc., Uniontown, PA.

Anthology of Inmate Art. Special Demonstration Project.
56p. 1mf. L1 ED 368 873

A Cooperative Family Literacy Project. Special Demonstration Project.
15p. 1mf. L1 ED 368 875

Florida State Dept. of Education, Tallahassee. Office of Educational Facilities.

Educational Plant Survey, The Florida State University, March 15-19, 1993.
161p. 2mf. L1 ED 369 317

Food and Beverage Workers Union, Local 32, Washington, DC.

The Cafeteria Workers' Skills Enhancement Training Program. Performance Report.
22p. 1mf. L1 ED 368 957

Fort McMurray School District 2833 (Alberta).

Social Skills Diagnostic Screen Administration Manual.
58p. 1mf. L1 ED 369 569

A Study To Identify and Measure Desirable Student Social Outcomes.
67p. 1mf. L1 ED 369 570

Further Education Unit, London (England).

The Realities of Curriculum Management.
7p. 1mf. L1 ED 368 898

Garland County Community Coll., Hot Springs, AR.

Garland County Community College Non-Returning Student Survey.
132p. 2mf. L1 ED 369 462

NAEP 1992--Reading Report Card for the Nation and the States: Data from the National and Trial State Assessments.
323p. 4mf. L1 ED 369 067

NAEP 1992--Reading State Report for Colorado: The Trial State Assessment at Grade 4.
205p. 3mf. L1 ED 369 068

National Association for Developmental Education.

National Association for Development Education Annual Conference Proceedings (16th, San Antonio, Texas, February 26-March 1, 1992).
43p. 1mf. L1 ED 369 322

National Association for Developmental Education Annual Conference Proceedings (17th, Washington, D.C., March 17-21, 1993).
42p. 1mf. L1 ED 369 323

National Association for Women in Education, Washington, DC.

About Women on Campus. Volume 1, Numbers 1-4. Volume 2, Numbers 1-4.
134p. 2mf. L1 ED 369 352

National Association of Biology Teachers, Reston, VA.

Teaching Critical Thinking Skills in Biology.
59p. 1mf. L2 ED 369 655

National Association of Elementary School Principals, Alexandria, VA.

Student Motivation.
5p. 1mf. L1 ED 369 142

National Association of Independent Colleges and Universities, Washington, D.C.

Consulting with Your SPRE. Establishing Review Standards.
62p. 1mf. L1 ED 369 351

National Association of Independent Schools, Washington, DC.

Access and Affordability: Strategic Financial Perspectives for Independent Schools.
159p. 2mf. L2 ED 369 145

National Association of Pediatric Nurse Associates and Practitioners, Cherry Hill, NJ.

Starting Solids: A Guide for Parents and Child Care Providers.
6p. 1mf. L1 ED 369 491

National Association of Secondary School Principals, Reston, Va.

Integrating Technology in Secondary Schools.
5p. 1mf. L2 ED 369 150

Voices from the Future: Students Speak Out on America's Emerging Leadership Crisis: Results of a Survey of "Century III Leaders," Scholarship Winning High School Seniors, and High School Seniors Nationwide.
132p. 2mf. L1 ED 369 170

Can "All" Ever Really Mean "All" in Defining and Assessing Student Outcomes? Synthesis Report 5.
18p. 1mf. L1 ED 369 226

Implementation of Alternative Methods for Making Educational Accountability Decisions for Students with Disabilities. Synthesis Report 12.
32p. 1mf. L1 ED 369 230

Implications of Outcomes-Based Education for Children with Disabilities. Synthesis Report 6.
13p. 1mf. L1 ED 369 227

Matching State Goals to a Model of School Completion Outcomes and Indicators. Technical Report 9.
149p. 2mf. L1 ED 369 229

Sam Houston State Univ., Huntsville, Tex. Criminal Justice Center.

Prison Education and Offender Behavior: A Review of the Scientific Literature. Prision Education Research Project: Report 1.
25p. 1mf. L1 ED 369 677

San Diego City Schools, Calif.

Skills for Drug-Free Living Curriculum Guide. Future Quest.
269p. 3mf. L1 ED 369 250

San Diego State Univ., CA. Coll. of Education.

Skills for Drug-Free Living Curriculum Guide. Future Quest.
269p. 3mf. L1 ED 369 250

Saskatchewan Inst. of Applied Science and Technology, Saskatoon.

Saskatchewan Institute of Applied Science and Technology Program Review Policy and Procedures. Revised Edition.
34p. 1mf. L1 ED 368 867

Saskatchewan Literacy Network, Saskatoon.

Literacy Works, Volume 4, 1992-93.
127p. 2mf. L1 ED 369 306

Saskatchewan Univ., Saskatoon. Coll. of Education.

Annual Adult Education Research Conference (AERC) Proceedings (33rd, Saskatoon, Saskatchewan, Canada, May 15-17, 1992). Revised Edition.
389p. 5mf. L1 ED 368 856

Scottish Council for Research in Education.

Personal Portable Computers and the Curriculum. Practitioner MiniPaper 13.
63p. 1mf. L2 ED 369 388

South Carolina State Dept. of Health and Environmental Control, Columbia.

D.U.C.K. Walking.
149p. 2mf. L1 ED 369 776

Canadian Child Care Federation, Ottawa (Ontario).

Caring for a Living: A Study on Wages and Working Conditions in Canadian Child Care. Final Report.
174p. 2mf. L2 ED 369 474

Focus on Child Care Initiatives Fund Project = Point de Mire sur les projets de la Caisse d'aide aux projets en matiere de garde des enfants.
101p. 2mf. L2 ED 369 505

Garde a l'enfance: Etude sur la remuneration et les conditions de travail dans le domaine de la garde a l'enfance au Canada. Rapport final (Caring for a Living: A Study on Wages and Working Conditions in Canadian Child Care. Final Report).
208p. 3mf. L2 ED 369 498

National Statement on Quality Child Care (Enonce de principe national sur la qualite dans les services de garde).
65p. 1mf. L2 ED 369 504

Canadian Day Care Advocacy Association, Ottawa (Ontario).

Caring for a Living: A Study on Wages and Working Conditions in Canadian Child Care. Final Report.
174p. 2mf. L2 ED 369 474

Garde a l'enfance: Etude sur la remuneration et les conditions de travail dans le domaine de la garde a l'enfance au Canada. Rapport final (Caring for a Living: A Study on Wages and Working Conditions in Canadian Child Care. Final Report).
208p. 3mf. L2 ED 369 498

Total Quality Management Handbook: Applying the Baldrige Criteria to Schools.
80p. 1mf. L1 ED 369 138

Carnegie Corp. of New York, N.Y.

Starting Points: Meeting the Needs of Our Youngest Children. The Report of the Carnegie Task Force on Meeting the Needs of Young Children.
153p. 2mf. L1 ED 369 562

CAUSE, Boulder, Colo.

Self-Assessment for Campus Information Technology Services. Professional Paper Series, #12.
32p. 1mf. L1 ED 369 357

Center for Civic and Economic Education, Warsaw (Poland).

Center for Civic and Economic Education (Warsaw).
10p. 1mf. L1 ED 369 685

Center for Literacy, Inc., Philadelphia, PA.

Staff Orientation Manual for Adult Basic and Literacy Education Providers. Final Report.
159p. 2mf. L1 ED 368 884

Center for Research on Effective Schooling for Disadvantaged Students, Baltimore, MD.

General Accounting Office, Washington, D.C.

Child Care Quality: States' Difficulties Enforcing Standards Confront Welfare Reform Plans. Statement of Joseph F. Delfico, Director, Income Security Issues, Health, Education, and Human Services. Testimony before the Subcommittee on Regulation, BusinessOpportunities, and Technology, Committee on Small Business, House of Representatives.
13p. 1mf. L1 ED 369 534

General Accounting Office, Washington, D.C. Div. of Human Resources.

Elementary School Children: Many Change Schools Frequently, Harming Their Education. Report to the Honorable Marcy Kaptur, House of Representatives.
56p. 1mf. L1 ED 369 526

General Accounting Office, Washington, DC. National Security and International Affairs Div.

Military Training. Lessons Learned and Their Implications for the Future. Testimony before the Subcommittee on Military Forces and Personnel, Committee on Armed Services, House of Representatives.
17p. 1mf. L1 ED 368 897

General Accounting Office, Washington, DC. Resources, Community, and Economic Development Div.

Coast Guard. Cost for the Naval Academy Preparatory School and Profile of Military Enrollment. Report to the Congressional Committees.
18p. 1mf. L1 ED 368 959

General Pedagogy Study Center, Utrecht (Netherlands).

From Play Activity toward Learning Activity: Developmental Perspectives in Early Childhood Education.
17p. 1mf. L1 ED 369 477

George Washington Univ., Washington, DC. Dept. of Teacher Preparation and Special Education.

Coaching for Accomplishment. Project APIP.
21p. 1mf. L1 ED 369 213

The Family Involvement Triangle: A School-Home Collaborative Model. Project APIP.
35p. 1mf. L1 ED 369 212

Georgetown Univ. Child Development Center, Washington, DC. CASSP Technical Assistance Center.

Staffing Systems of Care for Children and Families: A Report of the Southern Human Resource Development Consortium for Mental Health on Workforce Issues Related to Community-Based Service Delivery for Children and Adolescents with Serious Emotional Disturbance/Mental Illness and Their Families.
171p. 2mf. L1 ED 369 210

Glendon Association, Los Angeles, CA.

The Mother-Daughter Bond.

National Association of Secondary School Principals, Reston, VA. Div. of Student Activities.

Leadership Retreats for Middle Level and Senior High School Students.
81p. 1mf. L2 ED 369 032

National Association of State Directors of Special Education, Alexandria, VA.

Availability of Data on School Completion Outcomes and Indicators. Technical Report 8.
45p. 1mf. L1 ED 369 228

Can "All" Ever Really Mean "All" in Defining and Assessing Student Outcomes? Synthesis Report 5.
18p. 1mf. L1 ED 369 226

A Forum To Examine Policy and Practice Issues Surrounding the Annual Evaluation of Program Effectiveness (Alexandria, Virginia, August 2-3, 1993). Project FORUM.
44p. 1mf. L1 ED 369 246

Implementation of Alternative Methods for Making Educational Accountability Decisions for Students with Disabilities. Synthesis Report 12.
32p. 1mf. L1 ED 369 230

Implications of Outcomes-Based Education for Children with Disabilities. Synthesis Report 6.
13p. 1mf. L1 ED 369 227

Matching State Goals to a Model of School Completion Outcomes and Indicators. Technical Report 9.
149p. 2mf. L1 ED 369 229

State Data Collection and Monitoring Procedures Regarding Overrepresentation of Minority Students in Special Education. Project FORUM.
20p. 1mf. L1 ED 369 247

What Is Inclusion, Anyway? An Analysis of Organizational Position Statements.
22p. 1mf. L1 ED 369 234

National Association of State Universities and Land Grant Colleges, Washington, D.C.

Consulting with Your SPRE. Establishing Review Standards.
62p. 1mf. L1 ED 369 351

National Business Education Association, Reston, Va.

Expanding Horizons in Business Education. National Business Education Association Yearbook, No. 32.
185p. 2mf. L2 ED 368 961

National Center for Education Statistics (ED), Washington, DC.

Deaf and Hard of Hearing Students in Postsecondary Education. Statistical Analysis Report.
71p. 1mf. L1 ED 369 216

South Carolina State Library, Columbia.

The South Carolina Program for Library Development 1993-1996 under the Library Services and Construction Act (P.L. 101-254, FY 1994).
65p. 1mf. L1 ED 369 397

South Carolina Univ., Columbia. Div. of Continuing Education.

The Senior Year Experience. Conference Program and Proceedings (4th, Orlando, Florida, March 13-15, 1994).
66p. 1mf. L1 ED 369 314

South Carolina Univ., Columbia. National Resource Center for the Freshman Year Experience.

The Senior Year Experience. Conference Program and Proceedings (4th, Orlando, Florida, March 13-15, 1994).
66p. 1mf. L1 ED 369 314

South Hills Literacy Improvement Center, Bethel Park, PA.

An In-Service Math Instruction Program for Tutors. Final Report.
90p. 1mf. L1 ED 368 879

Southeast Asian Ministers of Education Organization (Singapore). Regional Language Centre.

Language Teacher Education in a Fast-Changing World. Anthology Series 29. Selected Papers from a Seminar on Language Teacher Education in a Fast-Changing World (April 1992).
171p. 2mf. L1 ED 369 274

Southern Regional Education Board, Atlanta, Ga.

Funding Methods for Public Higher Education in the SREB States.
109p. 2mf. L1 ED 369 367

Southern Rural Development Center, Mississippi State, Miss.

The State of Human Capital in the U.S. South: 1980-90.
44p. 1mf. L1 ED 369 642

Southwest Educational Development Lab., Austin, Tex.

English Literacy for LEP Students. Annotated Bibliography, Task 6.
85p. 1mf. L1 ED 369 301

Southwestern Coll., Chula Vista, Calif.

Improving the Success of Ethnically Diverse Education Majors in Preparation for Transfer and a Career in Teaching.
54p. 1mf. L1 ED 369 457

Spencer Foundation, Chicago, Ill.

Using Informal Knowledge in Formal Domains: Intuitions and Notations Sometimes Clash.
44p. 1mf. L1 ED 369 822

SRI International, Menlo Park, Calif.

How Well Are Youth with Disabilities Really Doing? A Comparison of Youth with Disabilities and Youth in General. A Report from

Keeping High-Risk Chicano Students in School: Lessons from a Los Angeles Middle School Dropout Prevention Program.
56p. 1mf. L1 ED 369 582

Center for Study of Responsive Law, Washington, D.C.

Civics for Democracy: A Journey for Teachers and Students.
390p. 0mf. L3 ED 369 700

Center for the Family in Transition, Corte Madera, CA.

Violence and Hate in the Family and Neighborhood: New Perspectives, Policy and Programs.
422p. 5mf. L1 ED 369 536

Center for the Study of Reading, Urbana, IL.

Assessment and Decision Making in Two Schools: The Ohio Site. Technical Report No. 596.
32p. 1mf. L1 ED 369 036

Literacy Development in Network-Based Classrooms. Technical Report No. 597.
31p. 1mf. L1 ED 369 056

Chester County Intermediate Unit, Coatesville, PA.

Literacy Project for Adults with Learning Disabilities.
46p. 1mf. L1 ED 368 881

Child Care Action Campaign, New York, NY.

CCAC Family Support Watch Audioconference Series: Summary of Proceedings (April-September 1993).
52p. 1mf. L1 ED 369 554

Child Care Connection-N.S., Halifax (Nova Scotia).

Child Care Connections-NS: Three Years of Development and Our Commitment to Children, Parents, Colleagues, and Community.
35p. 1mf. L1 ED 369 528

Child-to-Child Trust, London (England). Inst. of Education.

Children for Health.
185p. 2mf. L1 ED 369 510

Directory of Child-to-Child Activities Worldwide.
69p. 1mf. L1 ED 369 549

Children's Foundation, Washington, D.C.

Child Day Care Center Licensing Study, 1994.
200p. 3mf. L2 ED 369 518

Quality Child Care for Hispanic Families: Support and Training for Spanish-Speaking Family Day Care Providers. A Survey of Community-Based Organizations.
11p. 1mf. L2 ED 369 513

Children's Hospital, Boston, MA. Training and Research Inst. for People with Disabilities.

Community Access Survey. Project REC.

13p. 1mf. L1 ED 369 000

The Universality of Emotional Child Abuse.
19p. 1mf. L1 ED 369 003

Voices in Suicide. The Relationship between the Firestone Voice Scale for Self-Destructive Behavior and Self-Destructive Life-Styles.
18p. 1mf. L1 ED 368 998

Global Horizons, The Center for Applied Ecosocial Studies, Plaistow, N.H.

Participatory Citizenship: A Learned Way of Living.
51p. 1mf. L1 ED 369 676

Goodwill Industries of Pittsburgh, PA.

Family Literacy for Parents in Bridge Housing.
30p. 1mf. L1 ED 368 877

Grant MacEwan Community Coll., Edmonton (Alberta).

Task Force on College Governance Report to the College Community: 3 Years in Progress.
28p. 1mf. L1 ED 369 440

Grassroots Educare Trust, Gatesville (South Africa).

A Community Development Approach to Early Childhood Educare Intervention in Disadvantaged Communities.
15p. 1mf. L1 ED 369 496

Grassroots. Annual Report 1993.
79p. 1mf. L1 ED 369 507

Greater Erie Community Action Committee, PA.

Exploring the Past. "A Senior Literacy Model." Final Report.
74p. 1mf. L1 ED 368 876

Greenville County School District, Greenville, S.C.

Core Curriculum. A Workplace Specific Curriculum.
183p. 2mf. L1 ED 368 902

Grossmont-Cuyamaca Community Coll. District, El Cajon, CA. Office of Institutional Research and Planning.

Student Intentions: 'Why They Say They Come and Why They Say They Go...Preliminary Report.
11p. 1mf. L1 ED 369 455

Harvard Univ., Cambridge, Mass. Kennedy School of Government.

Information Infrastructure Sourcebook.
838p. 0mf. L3 ED 369 390

Hawaii State Office of the Auditor, Honolulu.

Administrative Flexibility Granted to the University of Hawaii and the Department of Education. Final Report to the Governor and the Legislative of the State of Hawaii.
32p. 1mf. L1 ED 369 166

Experience the Power: Network Technology for Education.
20p. 1mf. L1 ED 369 418

National Center for Research on Cultural Diversity and Second Language Learning, Santa Cruz, CA.

Two-Way Bilingual Programs in the United States. 1993-1994 Supplement.
96p. 1mf. L1 ED 369 265

National Center on Educational Outcomes, Minneapolis, MN.

Availability of Data on School Completion Outcomes and Indicators. Technical Report 8.
45p. 1mf. L1 ED 369 228

Can "All" Ever Really Mean "All" in Defining and Assessing Student Outcomes? Synthesis Report 5.
18p. 1mf. L1 ED 369 226

Implementation of Alternative Methods for Making Educational Accountability Decisions for Students with Disabilities. Synthesis Report 12.
32p. 1mf. L1 ED 369 230

Implications of Outcomes-Based Education for Children with Disabilities. Synthesis Report 6.
13p. 1mf. L1 ED 369 227

Matching State Goals to a Model of School Completion Outcomes and Indicators. Technical Report 9.
149p. 2mf. L1 ED 369 229

National Clearinghouse for ESL Literacy Education, Washington, DC.

Creating a Professional Workforce in Adult ESL Literacy. ERIC Digest.
4p. 1mf. L1 ED 369 308

National Commission on Children, Washington, DC.

Ensuring Income Security. Next Steps for Children and Families. Implementation Guide Series.
63p. 1mf. L1 ED 369 475

Improving Health (Majority Recommendations.) Next Steps for Children and Families. Implementation Guide Series.
85p. 1mf. L1 ED 369 476

National Commission To Prevent Infant Mortality, Washington, DC.

An Action Blueprint for Business: Forging New Partnerships To Make a Difference in Maternal and Child Health. Highlights of the Corporate Summit for Children (Washington, D.C., April 29-30, 1992).
69p. 1mf. L2 ED 369 559

National Conference of State Legislatures, Denver, CO.

Racing with the World: How States Can Build a 21st Century Workforce.
46p. 1mf. L2 ED 368 928

National Council of Teachers of English, Urbana, Ill.

the National Longitudinal Transition Study of Special Education Students.
103p. 2mf. L1 ED 369 233

Secondary School Students Classified as Seriously Emotionally Disturbed: How Are They Being Served?
46p. 1mf. L1 ED 369 232

Summer Inst. of Linguistics, Dallas, Tex.

Notes on Linguistics, 1993.
267p. 3mf. L1 ED 369 295

Sylvan Learning Center, Columbia, MD.

Voices from the Future: Students Speak Out on America's Emerging Leadership Crisis: Results of a Survey of "Century III Leaders," Scholarship Winning High School Seniors, and High School Seniors Nationwide.
132p. 2mf. L1 ED 369 170

Syracuse Univ., NY. Center on Human Policy.

Assistance with Integrity: The Search for Accountability and the Lives of People with Developmental Disabilities.
54p. 1mf. L1 ED 369 219

Safeguards.
19p. 1mf. L1 ED 369 220

Tampere Univ. (Finland). Inst. of Journalism and Mass Communication.

CSCE and Information: Proceedings of a Seminar of Experts (Tampere, Finland, April 24-27, 1992). Publications Series B 36/1992.
183p. 2mf. L1 ED 369 119

Tennessee State Board of Education, Nashville.

Tennessee's Education Policy: A Mid-Course Assessment.
17p. 1mf. L1 ED 369 731

Texas State Commission on Alcohol and Drug Abuse, Austin.

Texas School Survey of Substance Abuse: Grade 4-6, 1990.
29p. 1mf. L1 ED 369 031

TIU Adult Education and Job Training Center, Lewistown, PA.

Student Legal Issues. Final Report.
365p. 4mf. L1 ED 368 885

Tomas Rivera Center, Claremont, CA.

Middle Class Squeeze. The Tomas Rivera Center Policy Brief.
4p. 1mf. L2 ED 369 846

Topsfield Foundation, Pomfret, CT. Study Circles Resource Center.

Going to War? Bosnia and Beyond. A Study Circle Discussion Program.
44p. 1mf. L1 ED 369 669

14p. 1mf. L1 ED 369 206

The Community Leisure Facilitator. Project REC.
36p. 1mf. L1 ED 369 204

Finding or Creating the Fun in Your Community or School: Places and Ways To Integrate Recreation Programs. Project REC.
54p. 1mf. L1 ED 369 203

Having Fun: What's In and What's Not. Project REC.
38p. 1mf. L1 ED 369 202

Integrating Summer Day Camps: A Process for City-Wide Change. Project REC.
23p. 1mf. L1 ED 369 205

Project REC: Integrated Social and Leisure Recreation Services for Students with Severe Disabilities. Final Report.
251p. 3mf. L1 ED 369 201

Chinatown Manpower Project, Inc., New York, NY.

National Workplace Literacy Program. Garment-Related Bilingual (English and Chinese) Broadcast Lessons. Book 1 and 2.
110p. 2mf. L1 ED 369 305

Clemson Univ., S.C.

Proceedings of the Clemson Conference on Language and International Trade (Clemson, South Carolina, March 9-11, 1989).
128p. 2mf. L1 ED 369 256

Clemson Univ., SC. Houston Center for the Study of the Black Experience in Higher Education.

African American Studies Programs.
36p. 1mf. L1 ED 369 864

Curriculum Diversity Competitive Grants Project: An Evaluation.
30p. 1mf. L1 ED 369 865

Coalition for Education in the Outdoors, Cortland, NY.

The Suburbanization of America and the Future of Hunting and Fishing: How To Get People Back in Touch with the Land, or, Rurbanites: The Problem of Keeping Two Roosters in the Same Henhouse.
19p. 1mf. L1 ED 369 583

Coast Guard Academy, New London, CT. Center for Advanced Studies.

Introduction to SmartBooks. Report 23-93.
25p. 1mf. L1 ED 369 402

College and Univ. Personnel Association, Washington, D.C.

Administrative Compensation Survey. 1993-94.
123p. 0mf. L3 ED 369 311

Managing the Industrial Labor Relations Process in Higher Education.
373p. 0mf. L3 ED 369 377

Colorado State Univ., Ft. Collins. School of Occupational and

Hawaii Univ., Manoa. Curriculum Research and Development Group.

Hokule'a: A Guide to Educational Resources.
22p. 1mf. L2 ED 369 670

Hebrew Univ. of Jerusalem (Israel). National Council of Jewish Women Research Inst. for Innovation in Education.

HIPPY: Home Instruction Program for Preschool Youngsters. Proceedings of the HIPPY International Research Seminar (1st, Jerusalem, Israel, December 16-19, 1991).
48p. 1mf. L1 ED 369 481

Helsinki Univ. (Finland). Dept. of Education.

Policies of Gender and Equal Opportunities in Curriculum Development: Discussing the Situation in Finland and Britain. Research Bulletin 85.
58p. 1mf. L1 ED 369 133

Helsinki Univ., (Finland). Dept. of Teacher Education.

Boys, Girls, and E-Mail: A Case Study in Finnish Senior Secondary Schools. Research Report 110.
134p. 2mf. L1 ED 369 383

Hochschul-Informations-System, Hanover (Germany).

Towards a Methodology for Comparative Quality Assessment in European Higher Education. A Pilot Study on Economics in Germany, the Netherlands and the United Kingdom.
72p. 1mf. L2 ED 369 310

Hudson River Center for Program Development, Glenmont, NY.

Exercise: Benefits for Body and Mind. Student Workbook. Health Promotion for Adult Literacy Students: An Empowering Approach.
39p. 1mf. L1 ED 368 950

First Aid: Helping Yourself, Helping Others. Student Workbook. Health Promotion for Adult Literacy Students: An Empowering Approach.
65p. 1mf. L1 ED 368 951

Health Care Resources: You Are the Consumer. Student Workbook. Health Promotion for Adult Literacy Students: An Empowering Approach.
57p. 1mf. L1 ED 368 952

Health Insurance: The Facts You Need. Student Workbook. Health Promotion for Adult Literacy Students: An Empowering Approach.
39p. 1mf. L1 ED 368 953

Nutrition: Eating for Better Health. Student Workbook. Health Promotion for Adult Literacy Students: An Empowering Approach.
57p. 1mf. L1 ED 368 954

Sexual Abuse: Facts for Discussion, Prevention, and Management. Student Workbook. Health Promotion for Adult Literacy Students: An Empowering Approach.
42p. 1mf. L1 ED 368 955

Human Sciences Research Council, Pretoria (South Africa).

Changing Classroom Practices: Resources for Literary and Cultural Studies. Refiguring English Studies.
336p. 4mf. L1 ED 369 104

Trends and Issues in English Instruction, 1993--Six Summaries. Summaries of Informal Annual Discussions of the Commissions of the National Council of Teachers of English.
18p. 1mf. L1 ED 369 083

Trends and Issues in English Instruction, 1994--Six Summaries. Summaries of Informal Annual Discussions of the Commissions of the National Council of Teachers of English.
12p. 1mf. L1 ED 369 084

National Crime Prevention Council, Washington, DC.

Changing Perspectives: Youth as Resources.
87p. 1mf. L1 ED 369 842

National Education Association, Washington, D.C.

Parents and Schools: From Visitors to Partners. NEA School Restructuring Series.
105p. 2mf. L2 ED 369 499

National Governors' Association, Washington, DC. Center for Policy Research.

Changing Systems for Children and Families.
60p. 1mf. L2 ED 369 509

National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.

Preventing Adolescent Drug Involvement, School Dropout and Emotional Distress.
30p. 1mf. L1 ED 368 992

National Institutes of Health (DHHS), Bethesda, Md.

Infant Memory for Primitive Perceptual Features.
12p. 1mf. L1 ED 369 483

National PTA, Chicago, Ill.

For Our Children: Parents & Families in Education. Results of the National Parent Involvement Summit (April 1992).
20p. 1mf. L1 ED 369 495

A Study of Attitudes & Behavior Regarding Children's Education. The Third PTA National Education Survey.
185p. 2mf. L1 ED 369 537

National Reading Research Center, Athens, GA.

Sociocognitive Conflict in Peer-Led and Teacher-Led Discussions of Literature. Reading Research Report No. 12.
50p. 1mf. L1 ED 369 069

National Reading Research Center, College Park, MD.

Sociocognitive Conflict in Peer-Led and Teacher-Led Discussions of Literature. Reading Research Report No. 12.
50p. 1mf. L1 ED 369 069

Tri-County Opportunities Industrialization Center, Inc., Harrisburg, PA.

A Literacy Lending Library. Project Report.
105p. 2mf. L1 ED 368 880

Trinity Univ., San Antonio, TX. Center for Educational Leadership.

Smart Schools for San Antonio's Future: A Report on Public Education.
30p. 1mf. L1 ED 369 134

Twente Univ., Enschede (Netherlands). Dept. of Education.

Towards a Methodology for Comparative Quality Assessment in European Higher Education. A Pilot Study on Economics in Germany, the Netherlands and the United Kingdom.
72p. 1mf. L2 ED 369 310

United Nations Children's Fund, New York, N.Y.

Children for Health.
185p. 2mf. L1 ED 369 510

Early Childhood Development: The Challenge and the Opportunity.
17p. 1mf. L1 ED 369 529

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

All Children Can Learn: Chile's 900 Schools Programme for the Underprivileged. Education for All: Making It Work.
34p. 1mf. L1 ED 369 535

Co-Operation for Reinforcing the Development of Education in Europe (CORDEE). Final Report of the Regional Consultation Meeting (Paris, February 12-15, 1991).
33p. 1mf. L2 ED 369 702

The Contribution of Education to Cultural Development.
26p. 1mf. L1 ED 369 699

The Contribution of Education to Culture Development in Asia and the Pacific.
9p. 1mf. L1 ED 369 705

"Droit d'Auteur," "Copyright" and Neighboring Rights at the Crossroads.
19p. 1mf. L1 ED 369 384

Educare in Europe. Report of the European Child Care Conference (Copenhagen, Denmark, October 1992).
152p. 2mf. L1 ED 369 519

International Understanding at School. Bulletin No. 59-60 1991.
53p. 1mf. L1 ED 369 718

Language Policy, Literacy, and Culture. Roundtable Discussion from the International Conference on Education (43rd, Geneva, Switzerland, September 18, 1992).
66p. 1mf. L1 ED 369 293

Order & Diversity in the Living World: Teaching Taxonomy & Systematics in Schools.

Educational Studies.

Subject Matter Expert's Training Module Template.
26p. 1mf. L1 ED 368 940

Commission on Preservation and Access, Washington, DC.

The Digital Preservation Consortium: Mission and Goals.
9p. 1mf. L2 ED 369 413

Intellectual Preservation: Electronic Preservation of the Third Kind.
10p. 1mf. L2 ED 369 414

Committee for Economic Development, Washington, DC.

Planning for Life: Career Planning Excellence in America, A National Policy Forum (Washington, D.C., August 4, 1993). Recognition Program: Summer 1994.
10p. 1mf. L1 ED 368 859

Common Destiny Alliance, College Park, MD.

Realizing Our Nation's Diversity as an Opportunity. Alternatives to Sorting America's Children. Final Report.
37p. 1mf. L1 ED 369 845

Computer Sciences Corp., Rockville, MD. Systems Engineering Div.

Resources in Education (RIE). Volume 29, Number 9.
p. 0mf. L2 ED 368 851

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

A Compilation of Federal Education Laws. Volume III--Higher Education, As Amended through March 1994. Prepared for the Use of the Committee on Education and Labor of the U.S. House of Representatives and for the Use of the Committee on Labor and Human Resources of the United States Senate, One Hundred Third Congress, Second Session. Committee Print.
735p. 8mf. L1 ED 369 325

Hearing on the Reauthorization of the Elementary, Secondary, and Vocational Education Act. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, One Hundred Third Congress, First Session (York Springs, Pennsylvania, April 30, 1993).
80p. 1mf. L1 ED 369 485

Improving America's Schools Act of 1994. Report on H.R. 6 Together with Minority, Supplemental, and Additional Views Committee on Education and Labor, House of Representatives, 103rd Congress, 2d session.
737p. 8mf. L1 ED 369 147

Agriculture, Forestry, Fishing, and Veterinary Science. Financial Assistance for Study after Standard 10.
47p. 1mf. L1 ED 369 336

Any Field of Study. Financial Assistance for Study after Standard 10.
139p. 2mf. L1 ED 369 330

Architecture and Building Sciences. Financial Assistance for Study after Standard 10.
40p. 1mf. L1 ED 369 335

Art, Music, and Design. Financial Assistance for Study after Standard 10.
41p. 1mf. L1 ED 369 333

Commerce and Administration. Financial Assistance for Study after Standard 10.
71p. 1mf. L1 ED 369 332

Engineering. Financial Assistance for Study after Standard 10.
73p. 1mf. L1 ED 369 331

Financial Assistance for Study after Standard 10: First Diplomas and Bachelor's Degrees. 1993/1994. Research Finding MN-141.
240p. 3mf. L1 ED 369 329

Human Sciences, Languages, and Education. Financial Assistance for Study after Standard 10.
92p. 1mf. L1 ED 369 334

Medical and Related Fields. Financial Assistance for Study after Standard 10.
61p. 1mf. L1 ED 369 338

Natural, Mathematical, and Computer Sciences. Financial Assistance for Study after Standard 10.
78p. 1mf. L1 ED 369 337

Human Service Collaborative, Washington, DC.

Staffing Systems of Care for Children and Families: A Report of the Southern Human Resource Development Consortium for Mental Health on Workforce Issues Related to Community-Based Service Delivery for Children and Adolescents with Serious Emotional Disturbance/Mental Illness and Their Families.
171p. 2mf. L1 ED 369 210

Indiana State Univ., Terre Haute. Center for Governmental Services.

Administrators' Attitudes toward Cultural Diversity Management: An Empirical Study;
24p. 1mf. L1 ED 369 350

National Rehabilitation Association, Alexandria, Va.

Private Sector Rehabilitation: Insurance, Trends & Issues for the 21st Century. A Report on the Mary E. Switzer Memorial Seminar (17th, Washington, D.C., June 2-4, 1993).
82p. 1mf. L1 ED 368 860

National Science Foundation, Washington, D.C. National Science Board.

Science & Engineering Indicators--1993.
673p. 8mf. L1 ED 369 652

National Science Foundation, Washington, DC. Directorate for Education and Human Resources.

Summer Science Camps Program (SSC).
30p. 1mf. L1 ED 369 658

National Telecommunications and Information Administration (DOC), Washington, D.C.

20/20 Vision: The Development of a National Information Infrastructure.
166p. 2mf. L1 ED 369 404

Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse, Washington, DC.

Research and Intervention. Preventing Substance Abuse in Higher Education.
129p. 2mf. L1 ED 369 345

New England Univ., Northern Rivers (Australia). Faculty of Education.

Changing Lives: Report of the Implementation of the Reading Recovery Program on the North Coast, NSW, 1991.
130p. 2mf. L1 ED 369 051

New Hampshire Univ., Durham. New Hampshire LEADership Center.

Planning for Change: A Source Book for Strategic Planning.
52p. 1mf. L1 ED 369 135

New Jersey State Council on the Arts, Trenton.

Passing It On--Folk Artists and Education in Cumberland County, New Jersey.
202p. 3mf. L1 ED 369 671

92p. 1mf. L2 ED 369 654

University of the Ozarks, Clarksville, AR.

Learning Enhancement for Adults with Disabilities. LEAD 2000 Congress Proceedings (Little Rock, Arkansas, January 29-31, 1993).
59p. 1mf. L1 ED 368 857

Utah State Library, Salt Lake City.

Family Literacy. Information Forum Publication #5.
12p. 1mf. L1 ED 369 394

Utah State Office of Education, Salt Lake City.

Demonstrated Competency and Subject-Specific Endorsement Guidelines.
54p. 1mf. L1 ED 369 758

Edith Bowen Laboratory School Evaluation Committee Report Submitted to the 1994 Utah State Legislature.
42p. 1mf. L1 ED 369 762

Evaluation of Utah Career Ladder Programs.
160p. 2mf. L1 ED 369 761

Foreign Language Mastery Curriculum.
45p. 1mf. L1 ED 369 297

Procedures for the Evaluation of Teacher Education Programs.
33p. 1mf. L1 ED 369 763

Status of Teacher Personnel in Utah 1992-1993.
201p. 3mf. L1 ED 369 759

Utah's Best Project: Behavioral and Educational Strategies for Teachers. Technical Assistance Manuals, Edited Versions.
154p. 2mf. L1 ED 369 760

Utah State Office of Education, Salt Lake City. Applied Technology Education Services.

Business Education/Marketing. TLC Technology-Life-Careers 1993-94.
592p. 7mf. L1 ED 368 932

Utah State Office of Education, Salt Lake City. Div. of Curriculum and Instruction.

Teaching for Oral Proficiency in French: A Teacher's Manual To Accompany Foreign Language Master Curriculum.
48p. 1mf. L1 ED 369 299

Teaching for Oral Proficiency in German: A Teacher's Manual To Accompany Foreign Language Master Curriculum.
117p. 2mf. L1 ED 369 298

(010) Books

20/20 Vision: The Development of a National Information Infrastructure.	166p.	L1	ED 369 404
Active Learning in a Family Day Care Setting.	176p.	L3	ED 369 544
Adult Literacy: Issues for Policy and Practice.	182p.	L3	ED 368 855
Advances in Research and Practice in Self-Directed Learning.	293p.	L3	ED 368 917
Assessing Learners in Higher Education. Teaching and Learning in Higher Education Series.	165p.	L3	ED 369 379
At-Risk Students: Portraits, Policies, Programs, and Practices.	440p.	L3	ED 369 849
Beyond the Dead-End Alley of Mass Education.	109p.	L3	ED 369 873
Bigotry, Prejudice, and Hatred: Definitions, Causes, and Solutions. Contemporary Issues Series.	243p.	L3	ED 369 874
Bridging Early Services for Children with Special Needs and Their Families: A Practical Guide for Transition Planning.	318p.	L3	ED 369 239
The Challenge of Detracking: A Collection.	296p.	L2	ED 369 573
Changing American Education. Recapturing the Past or Inventing the Future?	431p.	L3	ED 369 851
Changing Classroom Cultures: Anti-Racism, Politics and Schools.	168p.	L3	ED 369 180
Changing Classroom Practices: Resources for Literary and Cultural Studies. Refiguring English Studies.	336p.	L1	ED 369 104
Children for Health.	185p.	L1	ED 369 510
Children's Special Places: Exploring the Role of Forts, Dens, and Bush Houses in Middle Childhood.	168p.	L2	ED 369 558
Civics for Democracy: A Journey for Teachers and Students.	390p.	L3	ED 369 700
Classroom Management for Elementary Teachers. Third Edition.	226p.	L3	ED 369 782
Classroom Management for Secondary Teachers. Third Edition.	212p.	L3	ED 369 781

Fostering Peace: A Comparison of Conflict Resolution Approaches for Students (K-12).
35p. L2 ED 368 993

Generations Together: A Job-Training Curriculum for Older Workers in Child Care and Related Materials. First Edition.
272p. L3 ED 369 564

Health Care Resources: You Are the Consumer. Student Workbook. Health Promotion for Adult Literacy Students: An Empowering Approach.
57p. L1 ED 368 952

Health Insurance: The Facts You Need. Student Workbook. Health Promotion for Adult Literacy Students: An Empowering Approach.
39p. L1 ED 368 953

National Workplace Literacy Program. Garment-Related Bilingual (English and Chinese) Broadcast Lessons. Book 1 and 2.
110p. L1 ED 369 305

Nutrition: Eating for Better Health. Student Workbook. Health Promotion for Adult Literacy Students: An Empowering Approach.
57p. L1 ED 368 954

Passing It On--Folk Artists and Education in Cumberland County, New Jersey.
202p. L1 ED 369 671

Sexual Abuse: Facts for Discussion, Prevention, and Management. Student Workbook. Health Promotion for Adult Literacy Students: An Empowering Approach.
42p. L1 ED 368 955

A World of Maps and Travel. An Interdisciplinary Curriculum and Resource Packet Designed for Secondary Students.
40p. L1 ED 369 725

(052) Guides - Classroom - Teacher

Adapting Pfeiffer and Jones' Experiential Learning Model for Classroom Use.
12p. L2 ED 369 115

The Adult Learner. Training Packet for a Three-Session Workshop. Study of ABE/ESL Instructor Training Approaches.
133p. L1 ED 368 942

Basic Blueprint Reading.
88p. L1 ED 368 984

The Beginnings of Writing. Third Edition.
283p. L3 ED 369 091

Breaking Barriers: An Asian-American Curriculum Unit.
37p. L1 ED 369 861

Business Education/Marketing. TLC Technology-Life-Careers 1993-94.
592p. L1 ED 368 932

Business Writing.

The Classroom as a Third-Culture: Contemporary Perspectives Regarding Multicultural Communication Education.	20p.	L1	ED 369 112
Collaborative Consultation in a Rural School.	11p.	L1	ED 369 635
College As a Transition Option for Students with Learning Disabilities.	8p.	L1	ED 369 637
A Community Development Approach to Early Childhood Educare Intervention in Disadvantaged Communities.	15p.	L1	ED 369 496
The Complete Playground Book.	192p.	L3	ED 369 565
Consulting with Your SPRE. Establishing Review Standards.	62p.	L1	ED 369 351
Developing Medical and Educational Partnerships in School Settings To Meet Health-Related and Educational Needs of Students Who Are Medically Fragile: How Can Rural Schools Catch That Elusive Rainbow?	9p.	L1	ED 369 613
Dissociation and the Development of Psychopathology.	19p.	L1	ED 369 188
The Dream Team! A Multi-Level Curriculum for Developing a Rural Transdisciplinary Team Training Model.	12p.	L1	ED 369 592
Fetal Alcohol Syndrome (FAS), Fetal Alcohol Effects (FAE): Implications For Rural Classrooms.	17p.	L1	ED 369 602
Gender Equity. IDRA Forum.	21p.	L1	ED 369 639
Growing: Birth to Three. Piecing It All Together.	29p.	L1	ED 369 240
Higher Education: Handbook of Theory and Research. Volume VI.	527p.	L3	ED 369 339
History of Educational Supervision: Proposals and Prospects.	39p.	L1	ED 369 178
Impacts of Cross-Cultural Mass Media in Iceland, Northern Minnesota, and Francophone Canada in Retrospect.	15p.	L1	ED 369 111
Implications of Outcomes-Based Education for Children with Disabilities. Synthesis Report 6.	13p.	L1	ED 369 227
Inclusive Education for All Students.	9p.	L1	ED 369 619
The Influence of Lead Exposure and Toxicity to Children's			

Theories of Cognitive Development and the Teaching of Argumentation in First-Year Composition.
15p. L1 ED 369 094

Towards a Spatial View: Deleuze and Guattari on Technology.
9p. L1 ED 369 410

The Universality of Emotional Child Abuse.
19p. L1 ED 369 003

The University of Mississippi Studies in English (1990), New Series Volume VIII.
263p. L3 ED 369 105

Using a Project Portfolio: Empowerment Evaluation for Model Demonstration Projects.
14p. L1 ED 369 209

The Virtual Curriculum: Computer-Assisted Curriculum Development.
16p. L1 ED 369 451

The "WHOOPS! Quotient" and the Wheel of Right Action: Interactive Methods for Teaching Ethics and Values in the Classroom.
25p. L1 ED 369 123

Why the Religious Right Is Wrong about Separation of Church and State.
255p. L1 ED 369 168

Women's Job Training Agenda.
34p. L1 ED 368 858

Year-Round Education in the Woodburn School District.
134p. L1 ED 369 141

YRE Basics: History, Methods, Concerns, Future.
10p. L1 ED 369 144

(131) Reference Materials - Bibliographies

Academic Interest. Annotated Bibliography of Tests.
38p. L1 ED 369 809

Algebra Tests. Annotated Bibliography of Tests.
31p. L1 ED 369 792

American Families: Not Just Leave It to Beaver.
16p. L1 ED 369 103

Annotated Bibliography for High School Reading: A Suggested Bibliography for 9-12 Students. Revised Edition.
94p. L1 ED 369 063

Annotated Bibliography for Junior High/Middle School Reading: A Suggested Bibliography for 6-9 Students. Revised Edition.
75p. L1 ED 369 062

Annotated Bibliography for Lower Elementary Reading : A Suggested Bibliography for Students Grades K-3.
74p. L1 ED 369 060

A Literacy Lending Library. Project Report.	105p.	L1	ED 368 880
Literacy Project for Adults with Learning Disabilities.	46p.	L1	ED 368 881
The Lumad and Moro of Mindanao. Minority Rights Group International Report 93/2.	37p.	L2	ED 369 694
Ma, Pa, School Folks and Kids: Working a Patchwork to a Complete "Heart."	11p.	L1	ED 369 623
Malaysia's First Day Care Center for Children with Disabilities: Future Needs in Research in Early Intervention.	24p.	L1	ED 369 189
Mentoring in the Juvenile Justice System: Findings from Two Pilot Programs.	94p.	L2	ED 369 024
Monitoring of Childcare Fees: Prices Surveillance Authority Monitoring Report No. 13.	57p.	L2	ED 369 533
The Mother-Daughter Bond.	13p.	L1	ED 369 000
Multi-Agency Project for Preschoolers (MAPPS) Outreach. Final Report.	51p.	L1	ED 369 218
Multi-University Consortium for Teacher Training: A Model for Pre-Service Training in Rural Areas.	6p.	L1	ED 369 615
The Multicultural E-Mail of High School-College Collaboration.	6p.	L1	ED 369 101
National Action Plan for the Education of Girls, 1993-97.	47p.	L3	ED 369 672
National Tech Prep Demonstration Center Annual Performance Report.	82p.	L1	ED 369 430
The New Challenge: A Relevant Program for the Disadvantaged Gifted.	6p.	L1	ED 369 610
New Cultural Dimensions and New Educational Approaches: Problems and Perspectives.	11p.	L1	ED 369 698
The New York City Adult Literacy Initiative. Final Report, 1991-92.	42p.	L1	ED 369 304
The Ninos Especiales Outreach Training Project (NEOTP). Final Report.	744p.	L1	ED 369 225

Chemistry Problem-Solving Abilities: Gender, Reasoning Level and Computer-Simulated Experiments.	25p.	L1	ED 369 656
Children's Special Places: Exploring the Role of Forts, Dens, and Bush Houses in Middle Childhood.	168p.	L2	ED 369 558
Classroom Behaviors of Students in Rural Mainstreamed Settings: A Comparison of Students with Disabilities and Their Normative Peers.	9p.	L1	ED 369 605
Cognitive-Behavioral Therapy: Applications for African-American Middle School At-Risk Students.	25p.	L1	ED 369 859
The Collaborative Nature of Language Learning and Meaning Making in Mexican-American Bilingual Kindergarteners' Storybook Discussions.	32p.	L2	ED 369 261
Comparison of Familial and Cognitive Factors Associated with Male and Female Self-Esteem.	19p.	L1	ED 369 022
A Comparison of Leisure and Recreational Activities for Adults with and without Mental Retardation.	9p.	L1	ED 369 606
A Comparison of the Academic Behaviors of Elementary and Secondary Education Students.	11p.	L1	ED 369 764
A Comparison of the Effectiveness between Computer Aided Drafting and the Traditional Drafting Techniques as Methods of Teaching Pictorial and Multiview Drawings.	23p.	L1	ED 368 935
Computers in Schools of Southeast Texas in 1994.	16p.	L1	ED 369 735
Contact inter-ethnique et communication: processus et consequences (Inter-Ethnic Contact and Communication: Process and Results).	76p.	L1	ED 369 296
Conventions of Language Study--English 30 Diploma Examinations January and June 1993. Major Assignment: Literature Composition 3-Satisfactory on Matters of Convention.	32p.	L1	ED 369 092
Correcting Impaired Student Self-Concepts: An Instructional Leadership Strategy for Teachers and Principals.	23p.	L1	ED 369 765
A Crosscultural, Ethnographical and Comparative Study of One Danish and One American Kindergarten Plus the Psychological Development of These Danish and American 6 Year Old Children.	24p.	L1	ED 369 478
The Culture of School Violence.			

Cognitive-Behavioral Therapy: Applications for African-American Middle School At-Risk Students.	25p.	L1	ED 369 859
Collaborative Consultation in a Rural School.	11p.	L1	ED 369 635
Collaborative Learning Strategies for the 90s in the Development of Institutional Effectiveness.	10p.	L1	ED 369 456
The Collaborative Nature of Language Learning and Meaning Making in Mexican-American Bilingual Kindergarteners' Storybook Discussions.	32p.	L2	ED 369 261
College As a Transition Option for Students with Learning Disabilities.	8p.	L1	ED 369 637
Communication--The Modern Approach to Education.	14p.	L1	ED 369 108
A Community Development Approach to Early Childhood Educare Intervention in Disadvantaged Communities.	15p.	L1	ED 369 496
Community of the Twenty-First Century.	23p.	L2	ED 369 482
A Community of Writers: Peer Tutor Training for Writing Center Techniques Which Foster Dialogue in the Writing Process.	6p.	L1	ED 369 088
Comparison of Familial and Cognitive Factors Associated with Male and Female Self-Esteem.	19p.	L1	ED 369 022
A Comparison of Leisure and Recreational Activities for Adults with and without Mental Retardation.	9p.	L1	ED 369 606
A Comparison of the Academic Behaviors of Elementary and Secondary Education Students.	11p.	L1	ED 369 764
A Comparison of the Effectiveness between Computer Aided Drafting and the Traditional Drafting Techniques as Methods of Teaching Pictorial and Multiview Drawings.	23p.	L1	ED 368 935
A Comparison of Traditional and Distance Education Models.	9p.	L1	ED 369 599
Composition and Rhetoric: A Natural Alliance.	10p.	L1	ED 369 080
A Comprehensive Tech Prep Curriculum Model.	34p.	L2	ED 369 448
Contemporary Campus Issues.	10p.	L1	ED 369 425

Values Should Be Taught in the Public Schools!
12p. L1 ED 369 002

Variables Affecting Itinerant Model Service Delivery in Rural Settings.
39p. L1 ED 369 609

The Virtual Curriculum: Computer-Assisted Curriculum Development.
16p. L1 ED 369 451

Voice Identification: Levels-of-Processing and the Relationship between Prior Description Accuracy and Recognition Accuracy.
51p. L1 ED 369 128

When Teacher Educators Collaboratively Reflect on Their Practices: A Case Study on Teaching Cases.
25p. L1 ED 369 768

Wholistic Assessment of Proficient Second Language Readers.
22p. L1 ED 369 033

The "WHOOPS! Quotient" and the Wheel of Right Action: Interactive Methods for Teaching Ethics and Values in the Classroom.
25p. L1 ED 369 123

Workforce Training: The Pellissippi State Model.
48p. L1 ED 369 426

Working Together: When Death Comes to School.
9p. L1 ED 369 634

Year-Round Education in the Woodburn School District.
134p. L1 ED 369 141

YRE Basics: History, Methods, Concerns, Future.
10p. L1 ED 369 144

(160) Tests/Questionnaires

Administrative Compensation Survey. 1993-94.
123p. L3 ED 369 311

Administrators' Attitudes toward Cultural Diversity Management: An Empirical Study;
24p. L1 ED 369 350

Alternative Assessment Measures in Adult Basic Education Programs (Adult Informal Measures: AIM).
107p. L1 ED 368 865

An Analysis of the Integration of the Feminist Perspective in Research Methods Classes: Current Practices.
32p. L1 ED 369 344

Assessing the Climate of Science Laboratory Classes.
13p. L1 ED 369 657

Basic Blueprint Reading.
88p. L1 ED 368 984

Boys, Girls, and E-Mail: A Case Study in Finnish Senior Secondary Schools. Research Report 110.

Community-Based Employment Following Traumatic Brain Injury.	292p.	L1	ED 369 241
The Complete Playground Book.	192p.	L3	ED 369 565
Content Area Reading: An Integrated Approach. Fourth Edition.	370p.	L3	ED 369 049
Creativity and Collaborative Learning: A Practical Guide to Empowering Students and Teachers.	432p.	L3	ED 369 547
Developing Reflective Judgment: Understanding and Promoting Intellectual Growth and Critical Thinking in Adolescents and Adults. Jossey-Bass Higher and Adult Education Series and Jossey-Bass Social and Behavioral Science Series.	323p.	L3	ED 368 925
Educating the Entire Person.	105p.	L1	ED 369 523
Education in America. Opposing Viewpoints.	288p.	L3	ED 369 850
Effective Board Participation.	127p.	L3	ED 369 315
Emerging Perspectives of Self-Directed Learning.	281p.	L3	ED 368 923
Five Hundred Questions Kids Ask about Sex and Some of the Answers: Sex Education for Parents, Teachers and Young People Themselves.	212p.	L3	ED 369 552
From Library Skills to Information Literacy: A Handbook for the 21st Century.	167p.	L3	ED 369 415
The Gender Gap in Higher Education. World Yearbook of Education 1994.	255p.	L3	ED 369 380
Getting Down to Cases. Learning To Teach with Case Studies.	207p.	L3	ED 369 783
Guiding Children's Social Development. Second Edition.	547p.	L3	ED 369 567
Higher Education: Handbook of Theory and Research. Volume IX.	498p.	L3	ED 369 342
Higher Education: Handbook of Theory and Research. Volume VI.	527p.	L3	ED 369 339
Higher Education: Handbook of Theory and Research. Volume VII.	482p.	L3	ED 369 340
Higher Education: Handbook of Theory and Research. Volume VIII.	482p.	L3	ED 369 341
In First Person Plural: Growing Up with a Disadvantaged Community.			

	142p.	L1	ED 368 981
Children Exploring Their World: Theme Teaching in Elementary School.	295p.	L3	ED 369 096
Civic Competence and the Pace of World Events. A Clip Board of Activities for Using the Newspaper.	13p.	L1	ED 369 723
Civics for Democracy: A Journey for Teachers and Students.	390p.	L3	ED 369 700
Classroom Management for Elementary Teachers. Third Edition.	226p.	L3	ED 369 782
Classroom Management for Secondary Teachers. Third Edition.	212p.	L3	ED 369 781
Coaching the "Critters."	18p.	L1	ED 369 118
Communicating on the Job.	95p.	L1	ED 368 969
Content Area Reading: An Integrated Approach. Fourth Edition.	370p.	L3	ED 369 049
Cooperative Learning for ABE and ESL Classes: Getting Started.	7p.	L1	ED 368 862
Core Curriculum. A Workplace Specific Curriculum.	183p.	L1	ED 368 902
Destination: Cameroon. Study Guide.	62p.	L2	ED 369 711
Diagnostic Reading Program: Diagnostic Teaching in a Language Learning Framework: 5.	164p.	L1	ED 369 054
Documentation.	55p.	L1	ED 368 982
English as a Second Language. Level 1.	156p.	L1	ED 368 970
English as a Second Language. Level 2.	143p.	L1	ED 368 971
Environment. Development. How Can Societies Develop To Meet Basic Needs and Nurture Economies without Undermining the Natural Resources and Environmental Integrity on Which They Depend? Teaching Global Issues.	10p.	L1	ED 369 675
Food & Environment. Teaching Global Issues.	10p.	L1	ED 369 673
Foreign Language Mastery Curriculum.	45p.	L1	ED 369 297
Generations Together: A Job-Training Curriculum for Older Workers in Child Care and Related Materials. First Edition.			

Neurological Development and School Performance.	10p.	L1	ED 369 630
The Influence of Minimum Competency Tests on Teaching and Learning.	33p.	L1	ED 369 820
Infusing Rural School-Community Partnerships into Transition Components of Individualized Education Plans: Processes and Outcomes.	9p.	L1	ED 369 620
Keeping High-Risk Chicano Students in School: Lessons from a Los Angeles Middle School Dropout Prevention Program.	56p.	L1	ED 369 582
The Legal Framework for Parental Involvement in Indian Education.	12p.	L2	ED 369 641
A Love/Hate Relationship: Dissertation Topic to Doctoral Committee.	11p.	L1	ED 369 319
The Lumad and Moro of Mindanao. Minority Rights Group International Report 93/2.	37p.	L2	ED 369 694
Magnet Magic: A Consideration of Choice and Change.	25p.	L1	ED 369 152
Mass Deacidification Systems: Planning and Managerial Decision Making.	33p.	L1	ED 369 400
Middle Class Squeeze. The Tomas Rivera Center Policy Brief.	4p.	L2	ED 369 846
Motivation To Learn: From Theory to Practice. Second Edition.	292p.	L3	ED 369 773
National Action Plan for the Education of Girls, 1993-97.	47p.	L3	ED 369 672
Nurturance of Infant and Toddler Language: Verbal Interactions in the Home Setting.	18p.	L1	ED 369 561
Organizational, Instructional and Curricular Strategies To Support the Implementation of Unified, Coordinated, and Inclusive Schools.	86p.	L1	ED 369 252
Partners for Transition: Preparing Students for the Future.	9p.	L1	ED 369 611
PC, No--An Examination of the Conservative Opposition to Political Correctness.	14p.	L1	ED 369 113
Planning Accessible Conferences and Meetings: An ERIC/OSEP Information Brief for Conference Planners.	9p.	L1	ED 369 242
Potpourri of Resources To Tap Gifted Education in Rural Areas.			

Annotated Bibliography for Upper Elementary Reading: A Suggested Bibliography for Students Grades 3-6.	151p.	L1	ED 369 061
Attitudes Toward Curriculum. Annotated Bibliography of Tests.	33p.	L1	ED 369 807
Attitudes Toward Reading. Annotated Bibliography of Tests.	23p.	L1	ED 369 808
Attitudes Toward School and School Adjustment, Grades 4-6. Annotated Bibliography of Tests.	36p.	L1	ED 369 811
Attitudes Toward School and School Adjustment, Grades 7 and Above. Annotated Bibliography of Tests.	70p.	L1	ED 369 812
Attitudes Toward School and School Adjustment, Preschool-Grade 3. Annotated Bibliography of Tests.	34p.	L1	ED 369 810
Basic Skills. Annotated Bibliography of Tests.	70p.	L1	ED 369 793
Behavior Rating Scales, Grade 7 and Above. Annotated Bibliography of Tests.	58p.	L1	ED 369 840
Behavior Rating Scales, Grades 4-6. Annotated Bibliography of Tests.	52p.	L1	ED 369 839
Behavior Rating Scales, Preschool - Grade 3. Annotated Bibliography of Tests.	64p.	L1	ED 369 838
Biographical Inventories. Annotated Bibliography of Tests.	55p.	L1	ED 369 829
Biology Achievement. Annotated Bibliography of Tests.	22p.	L1	ED 369 794
Breaking Barriers: An Asian-American Curriculum Unit.	37p.	L1	ED 369 861
Classroom Interaction. Annotated Bibliography of Tests.	42p.	L1	ED 369 825
Culture-Fair Tests. Annotated Bibliography of Tests.	33p.	L1	ED 369 805
Curiosity. Annotated Bibliography of Tests.	18p.	L1	ED 369 827
Curriculum and Program Evaluation. Annotated Bibliography of Tests.	67p.	L1	ED 369 803
Decision-Making Process. Annotated Bibliography of Tests.	33p.	L1	ED 369 830
Developmental Scales for Preschool Children. Annotated Bibliography of Tests.			

On the Write Track. A 353 Special Project. Final Report.	107p.	L1	ED 368 882
The Origins and Development of the National Training Center, 1976-1984. TRADOC Historical Monograph Series.	193p.	L1	ED 369 659
Participatory Staff Development: Lessons from Peers. Special Demonstration Project. Final Report.	132p.	L1	ED 368 883
Partners for Transition: Preparing Students for the Future.	9p.	L1	ED 369 611
A Partnership in Training: A Distance Learning Approach to In-Service Training in Rural Communities.	9p.	L1	ED 369 590
Performance-Based Identification of Culturally Diverse Gifted Students: A Pilot Study.	12p.	L1	ED 369 249
Placement of Courses within Disciplines and 1996 Discipline Review and Timeline.	15p.	L1	ED 369 443
Politics and the Schools.	117p.	L1	ED 369 663
Potpourri of Resources To Tap Gifted Education in Rural Areas.	7p.	L1	ED 369 601
The Power of Comparison in Teaching about Constitutionalism, Law, and Democracy.	24p.	L1	ED 369 727
Preparing Special Educators for Work in Rural Areas: Two Field-Based Programs That Work.	8p.	L1	ED 369 612
Prewriting Activities: Focus on the Process of Writing.	9p.	L1	ED 369 257
Process and Social Aspects of Writing: Theory and Classroom Application.	19p.	L1	ED 369 288
Project REC: Integrated Social and Leisure Recreation Services for Students with Severe Disabilities. Final Report.	251p.	L1	ED 369 201
Promoting Multi-Site Collaborative Inquiry: Initial Efforts and Challenges.	27p.	L1	ED 369 320
Promoting Social and Emotional Development in Deaf Children. The PATHS Project.	250p.	L3	ED 369 237
Prototype Matching and Striving for Future Selves: Information Management Strategies in the Transition to College.	35p.	L1	ED 369 328

	13p.	L1	ED 369 730
Deaf and Hard of Hearing Students in Postsecondary Education. Statistical Analysis Report.	71p.	L1	ED 369 216
Delayed Primary School Enrollment and Childhood Malnutrition in Ghana. An Economic Analysis.	46p.	L2	ED 369 571
A Descriptive Study of Multicultural Elementary Student Playground Behaviors and Their Relationship to Gender, Age, Race and Socioeconomic Status.	34p.	L1	ED 369 521
Determinants of Ethnocentrism: A Study of the Relationship between Students' Exposure to Other Cultures and Their Attitudes toward Cultural Values.	80p.	L1	ED 369 117
Deterrents to Participation in Continuing Professional Education and Implications for Future Educational Program Planning.	23p.	L1	ED 369 738
Differences between Algorithmic and Conceptual Problem Solving by Nonscience Majors in Introductory Chemistry.	31p.	L1	ED 369 649
Dipthongization and Underspecification in Konni.	20p.	L1	ED 369 294
Districtwide Norm-Referenced and Criterion-Referenced Tests Results, 1993: An Exploratory Data Analysis of the Relationship between Achievement and Absenteeism in New Orleans Public Schools.	30p.	L1	ED 369 819
Divided We Fall: The Declining Chance for College among Minnesota Youth from Low-Income Families and Communities of Color.	22p.	L1	ED 369 321
Early Alert: A Report on Two Pilot Projects at Antelope Valley College.	49p.	L1	ED 369 452
Education and Cultural Development: Policies and Practices in the Africa Region.	20p.	L1	ED 369 704
Educational Funding and Student Achievement: You Be the Judge.	15p.	L1	ED 369 143
Educational Leaders: Professionals or Moral-Social Agents.	14p.	L1	ED 369 182
Educational Professionals' Understanding of the Inclusion Model of Special Education.	17p.	L2	ED 369 244
Educators Look to the Poets and Artists: The Importance of Creative Visioning in Education.	15p.	L1	ED 369 688

Continuous Assessment and Monitoring of Preschool Progress.	34p.	L1	ED 369 542
The Contribution of Education to Cultural Development.	26p.	L1	ED 369 699
The Contribution of Education to Culture Development in Asia and the Pacific.	9p.	L1	ED 369 705
Correcting Impaired Student Self-Concepts: An Instructional Leadership Strategy for Teachers and Principals.	23p.	L1	ED 369 765
Counseling Service Intakes and Brief Treatment: From Assessment to Outcome.	9p.	L1	ED 369 009
Creativity Training--A Practical Teaching Strategy.	7p.	L1	ED 369 621
Curricular Changes, Communication Skills, and Cultural Diversity: The Next Generation.	22p.	L1	ED 369 125
Deaf Education Using Interactive Television.	19p.	L1	ED 369 598
Democracy and Education, Students and Schools.	32p.	L1	ED 369 173
A Descriptive Study of Multicultural Elementary Student Playground Behaviors and Their Relationship to Gender, Age, Race and Socioeconomic Status.	34p.	L1	ED 369 521
Determinants of Ethnocentrism: A Study of the Relationship between Students' Exposure to Other Cultures and Their Attitudes toward Cultural Values.	80p.	L1	ED 369 117
Deterrents to Participation in Continuing Professional Education and Implications for Future Educational Program Planning.	23p.	L1	ED 369 738
Developing Medical and Educational Partnerships in School Settings To Meet Health-Related and Educational Needs of Students Who Are Medically Fragile: How Can Rural Schools Catch That Elusive Rainbow?	9p.	L1	ED 369 613
A Developmental Approach to Conflict Resolution.	9p.	L1	ED 369 541
Differences between Algorithmic and Conceptual Problem Solving by Nonscience Majors in Introductory Chemistry.	31p.	L1	ED 369 649
Differential Aptitude Test: A Data Source for Reinforcement of Educational/Occupational Choices for Special Population Enrollees.	18p.	L1	ED 368 901

	134p.	L1	ED 369 383
Bridging Early Services for Children with Special Needs and Their Families: A Practical Guide for Transition Planning.	318p.	L3	ED 369 239
Business Education/Marketing. TLC Technology-Life-Careers 1993-94.	592p.	L1	ED 368 932
Business Writing.	142p.	L1	ED 368 981
Changing Perspectives: Youth as Resources.	87p.	L1	ED 369 842
Chapter 1 Developer/Demonstration Program Learning To Read through the Arts 1992-93. OREA Report.	66p.	L1	ED 369 058
Classroom Strategies for Assessing Limited English Proficient Students in Vocational Programs: A Resource Handbook.	314p.	L1	ED 368 872
Coaching and Counseling: Where To Draw the Line.	26p.	L1	ED 369 127
Collaborative Development of a Cohesive, Systematic Writing Evaluation Model for Grades 6-12.	63p.	L2	ED 369 078
Communicating on the Job.	95p.	L1	ED 368 969
Community Access Survey. Project REC.	14p.	L1	ED 369 206
Computers in Schools of Southeast Texas in 1994.	16p.	L1	ED 369 735
Conference Program Analysis. Technology Education Division.	6p.	L1	ED 368 934
Deaf and Hard of Hearing Students in Postsecondary Education. Statistical Analysis Report.	71p.	L1	ED 369 216
Documentation.	55p.	L1	ED 368 982
Educational Professionals' Understanding of the Inclusion Model of Special Education.	17p.	L2	ED 369 244
The Effect of Reading Aloud on a Child's Success in First Grade.	32p.	L1	ED 369 046
Effective Board Participation.	127p.	L3	ED 369 315
Eighth Grade Reading Improvement with CNN Newsroom and "USA Today."	67p.	L1	ED 369 041

	116p.	L1	ED 369 492
Inclusive Early Childhood Education: A Model Classroom.	189p.	L3	ED 369 214
Information Infrastructure Sourcebook.	838p.	L3	ED 369 390
Integrating the Curricula: A Collection.	216p.	L2	ED 369 572
Intellect and Public Life: Essays on the Social History of Academic Intellectuals in the United States.	179p.	L3	ED 369 318
Learning To Listen, Learning To Teach. The Power of Dialogue in Educating Adults. Jossey-Bass Higher Adult Education Series.	202p.	L3	ED 368 926
Literacy Development in the Early Years: Helping Children Read and Write. Second Edition.	399p.	L3	ED 369 048
Literature-Based Social Studies: Children's Books & Activities To Enrich the K-5 Curriculum.	149p.	L3	ED 369 708
Managing the Industrial Labor Relations Process in Higher Education.	373p.	L3	ED 369 377
Morality, Responsibility, and the University. Studies in Academic Ethics.	273p.	L3	ED 369 326
Motivation To Learn: From Theory to Practice. Second Edition.	292p.	L3	ED 369 773
Motor Learning in Childhood Education: Curricular, Compensatory, Cognitive.	197p.	L3	ED 369 553
The Multiage Classroom: A Collection.	227p.	L2	ED 369 574
Multicultural Issues in the Education of Students with Behavioral Disorders.	291p.	L3	ED 369 195
The New Circles of Learning: Cooperation in the Classroom and School.	118p.	L2	ED 369 146
New Directions in Career Planning and the Workplace. Practical Strategies for Counselors.	198p.	L3	ED 368 854
New Ideas about Self-Directed Learning.	246p.	L3	ED 368 924
Parents and Schools: From Visitors to Partners. NEA School Restructuring Series.	105p.	L2	ED 369 499

	272p.	L3	ED 369 564
Getting the Point: Reading in the Workplace.	69p.	L1	ED 368 977
Guide d'enseignement: Art dramatique, Secondaire, Deuxieme cycle (Instructional Guide: Theater Arts, Secondary Schools, Second Cycle).	312p.	L1	ED 369 121
Health/Home Economics Classroom Activities for Secondary Schools. Schools in an Aging Society.	108p.	L1	ED 369 775
Helping Learning Disabled Adults through Special Tutorial Techniques. Final Report. 1992-1993.	30p.	L1	ED 368 878
Helping Them Learn To Spell. PEN 94.	7p.	L1	ED 369 065
An In-Service Math Instruction Program for Tutors. Final Report.	90p.	L1	ED 368 879
Inclusive Early Childhood Education: A Model Classroom.	189p.	L3	ED 369 214
An Introduction to Numeracy Teaching.	115p.	L1	ED 368 913
Learner Support Strategies: An Integrated Approach.	30p.	L1	ED 369 463
Learning Disabilities: Learner-Centered Approaches. Training Packet for a Three-Session Workshop. Study of ABE/ESL Instructor Training Approaches.	273p.	L1	ED 368 943
Learning Together and Alone. Cooperative, Competitive, and Individualistic Learning. Fourth Edition.	292p.	L3	ED 369 778
Life in a Democratic Society: A Primary School Civics Course for Poland.	60p.	L1	ED 369 683
Linking Culture and Environment: What Can the Anasazi Tell Us?	27p.	L1	ED 369 679
Literacy Development in the Early Years: Helping Children Read and Write. Second Edition.	399p.	L3	ED 369 048
Literature-Based Social Studies: Children's Books & Activities To Enrich the K-5 Curriculum.	149p.	L3	ED 369 708
Making the Most of World Wise Schools: An Activity Guide for Teachers.	87p.	L2	ED 369 712
Making the Point: Writing in the Workplace.	143p.	L1	ED 368 983

	7p.	L1	ED 369 601
Prenatal Exposure to Drugs/Alcohol: Characteristics and Educational Implications of Fetal Alcohol Syndrome and Cocaine/Polydrug Effects.	126p.	L3	ED 369 238
A Primer to the Outstanding Schools Act.	25p.	L1	ED 369 165
Prison Education and Offender Behavior: A Review of the Scientific Literature. Prision Education Research Project: Report 1.	25p.	L1	ED 369 677
Program Evaluation Models for Science Education: A Synthesis of Literature Sources.	16p.	L1	ED 369 653
Prototype Matching and Striving for Future Selves: Information Management Strategies in the Transition to College.	35p.	L1	ED 369 328
Quality Assurance in "New" Methods of Learning.	8p.	L1	ED 369 347
Questions of Quality: in Europe and Beyond. Higher Education Report No. 1.	62p.	L2	ED 369 343
Research and Intervention. Preventing Substance Abuse in Higher Education.	129p.	L1	ED 369 345
Research Summary: Year Round Schools May Not Be the Answer.	18p.	L1	ED 369 548
Speech Acts Used in Business Meetings (And Elsewhere).	18p.	L1	ED 369 271
Strategic Humor in Leadership: Practical Suggestions for Appropriate Use.	34p.	L1	ED 369 107
Teacher Induction in Rural and Small School Districts.	7p.	L1	ED 369 589
Tech Prep: A Strategy for School Reform. Fastback 363.	39p.	L1	ED 368 896
Technology in Rural Education. Fastback No. 366.	35p.	L1	ED 369 586
Towards a Methodology for Comparative Quality Assessment in European Higher Education. A Pilot Study on Economics in Germany, the Netherlands and the United Kingdom.	72p.	L2	ED 369 310
Violence in Schools: An Overview. CRS Report for Congress.	12p.	L1	ED 369 159
Ways and Means: How Minnesota Families Pay for College.	188p.	L1	ED 369 327

	77p.	L1	ED 369 833
Educational Record and Report Forms. Annotated Bibliography of Tests.	22p.	L1	ED 369 802
English Literacy for LEP Students. Annotated Bibliography, Task 6.	85p.	L1	ED 369 301
Environments. Annotated Bibliography of Tests.	82p.	L1	ED 369 828
ERIC Clearinghouse Publications, 1993. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses Announced in Resources in Education (RIE) January-December 1993.	111p.	L1	ED 369 420
Geometry. Annotated Bibliography of Tests.	38p.	L1	ED 369 785
German - Foreign Language. Annotated Bibliography of Tests.	13p.	L1	ED 369 786
Group Behavior and Influence. Annotated Bibliography of Tests.	39p.	L1	ED 369 841
Health and Physical Education. Annotated Bibliography of Tests.	27p.	L1	ED 369 787
Higher Education Faculty Institute Multidisciplinary Inservice Model Demonstration Project. Final Report.	984p.	L1	ED 369 224
History. Annotated Bibliography of Tests.	15p.	L1	ED 369 788
Hokule'a: A Guide to Educational Resources.	22p.	L2	ED 369 670
Home Economics Tests. Annotated Bibliography of Tests.	31p.	L1	ED 369 789
Inclusive Schools. Topical Bibliography on Inclusive Schools.	216p.	L1	ED 369 231
Industrial Arts, Grades 7-12. Annotated Bibliography of Tests.	88p.	L1	ED 369 790
Infant Development. Annotated Bibliography of Tests.	59p.	L1	ED 369 832
Influsing Multicultural Education into Today's Schools. An Annotated Bibliography To Accompany a Special Topical Collection of ERIC Microfiche Intended for Teachers, Administrators, and Librarians.	65p.	L1	ED 369 703
Intelligence--Group Administered, Grades 4-6. Collection. Annotated Bibliography of Tests.	20p.	L1	ED 369 800
Intelligence--Group Administered, Grades 7 and Above. Annotated			

Providing Early Childhood Educare Services for the Black Preschool Child.	29p.	L1	ED 369 506
Province of British Columbia Ministry of Education Annual Report. July 1, 1990 to June 30, 1991.	82p.	L1	ED 369 660
A Quality System for Education: Using Quality and Productivity Techniques To Save Our Schools.	239p.	L3	ED 369 421
Reaching Out to the World: Training Teachers To Integrate Telecommunications into Special Education Classrooms.	8p.	L1	ED 369 595
A Read Aloud Program That Encourages Parent Participation in Schools.	8p.	L1	ED 369 596
Regionalized Parent and Staff Development: The Rural California Model (RRCM).	8p.	L1	ED 369 631
Researching Pedagogy: A Transformative, Feminist Perspective.	16p.	L1	ED 369 724
Response to Child Care Needs: The Valley Community 1993 Annual Report.	7p.	L1	ED 369 527
Rhetoric and Composition: A Necessary Tension.	12p.	L1	ED 369 102
The Role of Cohesion in Communicative Competence as Exemplified in Oral Proficiency Testing.	21p.	L1	ED 369 258
The Role of the Independent Sector in a Modern Democratic Society. An European View.	10p.	L1	ED 369 690
Role Playing in Foreign Language Teaching: An Application in an Elementary Chinese Class.	10p.	L1	ED 369 289
The Roots of Reading: Preserving the Heritage of a Profession through Oral History Projects.	23p.	L1	ED 369 072
Safer Schools Program Assessment Report.	75p.	L1	ED 369 148
School-Linked Services.	5p.	L1	ED 369 575
School/University Partnerships and the UNI Teaching Associates Cadre Model: Professional Benefits to PreK-12 Educators.	28p.	L1	ED 369 728
Self-Esteem in the Foreign Language Classroom: Activities That Do More Than Teach.	16p.	L1	ED 369 267

The Effect of Class Size on Achievement and Retention in the Primary Grades: Implications for Policy Makers.
37p. L1 ED 369 172

The Effect of Self-Recording and Self-Recording Plus Self-Reinforcement on Spelling Achievement.
30p. L1 ED 369 190

The Effects of Higher Loan Limits and Need Analysis Changes on FFELP Borrowing in Pennsylvania, July to December 1992 to 1993.
27p. L1 ED 369 368

The Effects of Three Seating Arrangements on Teachers' Use of Selective Interactive Verbal Behaviors.
26p. L1 ED 369 757

Employer Follow-Up Survey, February-March 1994.
16p. L1 ED 369 472

Enhancing Vocabulary Acquisition through Reading: A Hierarchy of Text-Related Exercise Types.
24p. L1 ED 369 291

Establishing Partnerships among Women Executives in Rural School Districts.
6p. L1 ED 369 628

Evaluation of Communication Training Effectiveness in the Workplace: A Case Study.
24p. L1 ED 369 120

Exploring Staff Development Theories: The Ames Study.
32p. L1 ED 369 751

Feedback in L2 Writing.
7p. L1 ED 369 287

Financing Nontraditional Students: A Seminar Report.
96p. L1 ED 369 423

First Year Teaching Experiences of Early Childhood Urban Teachers.
20p. L1 ED 369 856

Five Years after Graduation: A Follow-Up Study of 1988-89 Graduates/Certificate Holders.
22p. L1 ED 369 467

Five Years of DCS 101: An Empirical Analysis.
15p. L1 ED 369 362

Follow-Up Survey, Graduates of 1992-93.
39p. L1 ED 369 471

Full-day Versus Half-day Kindergarten: An Experimental Study.
14p. L1 ED 369 540

Funding Vocational Education. A Study To Enhance Employability Standards of Students in New Mexico.
133p. L1 ED 368 962

The Future of School Finance.
21p. L2 ED 369 132

Differential Predictions in Nonverbal and Verbal Communications for African American Students.	13p.	L1	ED 369 110
Dipthongization and Underspecification in Konni.	20p.	L1	ED 369 294
Directing a Basic Writing Program: Encouraging Diversity among Students and Instructors.	21p.	L1	ED 369 085
Dissociation and the Development of Psychopathology.	19p.	L1	ED 369 188
Don't Kill the Messenger! Conducting Program Evaluation and Facilitating Change through Negotiated Evaluation.	9p.	L1	ED 369 622
The Dream Team! A Multi-Level Curriculum for Developing a Rural Transdisciplinary Team Training Model.	12p.	L1	ED 369 592
"Droit d'Auteur," "Copyright" and Neighboring Rights at the Crossroads.	19p.	L1	ED 369 384
Education and Cultural Development: Policies and Practices in the Africa Region.	20p.	L1	ED 369 704
Education of Teachers in Field Settings: A Case Study.	11p.	L1	ED 369 753
Educational Funding and Student Achievement: You Be the Judge.	15p.	L1	ED 369 143
Educational Leaders: Professionals or Moral-Social Agents.	14p.	L1	ED 369 182
Educators Look to the Poets and Artists: The Importance of Creative Visioning in Education.	15p.	L1	ED 369 688
The Effect of Class Size on Achievement and Retention in the Primary Grades: Implications for Policy Makers.	37p.	L1	ED 369 172
Effective Partnership between Public Education and Private Industry.	31p.	L1	ED 369 437
The Effects of Alcohol on Intentions to Drink and Drive.	13p.	L1	ED 369 012
The Effects of Three Seating Arrangements on Teachers' Use of Selective Interactive Verbal Behaviors.	26p.	L1	ED 369 757
The Efficacy of Shared Reading with Teens.	12p.	L1	ED 369 073
Electronic Photography and Its Impact on Instructional Media and Photo Education.	8p.	L1	ED 369 411

Employer Follow-Up Survey, February-March 1994.	16p.	L1	ED 369 472
English as a Second Language. Level 1.	156p.	L1	ED 368 970
English as a Second Language. Level 2.	143p.	L1	ED 368 971
Enhancing Vocabulary Acquisition through Reading: A Hierarchy of Text-Related Exercise Types.	24p.	L1	ED 369 291
Ensuring Student Success through Collaboration. Bulletin No. 94076.	72p.	L1	ED 369 155
An Examination of Standardized Evaluation Forms Used in Public Libraries To Evaluate Professional Librarians.	39p.	L1	ED 369 417
Five Years after Graduation: A Follow-Up Study of 1988-89 Graduates/Certificate Holders.	22p.	L1	ED 369 467
Follow-Up Survey, Graduates of 1992-93.	39p.	L1	ED 369 471
Funding Vocational Education. A Study To Enhance Employability Standards of Students in New Mexico.	133p.	L1	ED 368 962
Garland County Community College Non-Returning Student Survey.	132p.	L1	ED 369 462
Gender Differences in Course Selection Criteria: Academically Talented Students in an Intensive Summer Program.	43p.	L1	ED 369 721
Getting the Point: Reading in the Workplace.	69p.	L1	ED 368 977
Grad 1, 3, and 5: A Longitudinal Comparison of Graduate Follow-Up Studies.	46p.	L1	ED 369 470
Hands-On Instruction in an Electronic Classroom. A Final Report to the U.S. Dept. of Education of a Research and Development Grant Awarded To Establish a Fully-Equipped Electronic Training Room and Test the Effectiveness of Hands-On Instruction in Learning the NOTIS OPAC and Silver-Platter ERIC.	109p.	L1	ED 369 391
Having Fun: What's In and What's Not. Project REC.	38p.	L1	ED 369 202
Helping Kindergarten-Fifth Grade Open Library Programs Develop Strategies for Improving Parent Staffing.	116p.	L1	ED 369 387
Hiring, Paying & Evaluating School Administrators: A Cooperative Workbook for School Boards and Administrators.	59p.	L1	ED 369 163

Personal Portable Computers and the Curriculum. Practitioner MiniPaper 13.	63p.	L2	ED 369 388
Philosophy, Rhetoric, Literacy Criticism: (Inter)views.	260p.	L3	ED 369 089
Planning Responsibly for Adult Education. A Guide to Negotiating Power and Interests. Jossey-Bass Higher and Adult Education Series.	208p.	L3	ED 368 927
Power Teaching; A Primary Role of the School Library Media Specialist. School Library Media Programs: Focus on Trends and Issues No. 14.	171p.	L3	ED 369 419
A Practical Guide to Effective Site-Based Management.	208p.	L3	ED 369 140
Prenatal Exposure to Drugs/Alcohol: Characteristics and Educational Implications of Fetal Alcohol Syndrome and Cocaine/Polydrug Effects.	126p.	L3	ED 369 238
Programming for Adolescents with Behavioral Disorders, Vol. 4.	143p.	L2	ED 369 191
Programming for Adolescents with Behavioral Disorders, Vol. 5.	183p.	L2	ED 369 192
Promoting Social and Emotional Development in Deaf Children. The PATHS Project.	250p.	L3	ED 369 237
Psychology of Learning for Instruction.	409p.	L3	ED 369 772
Reading in the Content Areas: Improving Classroom Instruction. Third Edition.	478p.	L3	ED 369 050
School-Age Child Care: An Action Manual for the 90s and Beyond. Second Edition.	314p.	L3	ED 369 514
Self-Directed Learning: Application and Research.	400p.	L3	ED 368 922
Self-Directed Learning: Consensus & Conflict.	296p.	L3	ED 368 918
Self-Directed Learning: Emerging Theory & Practice.	135p.	L3	ED 368 916
Strengthening Parents and Families during the Early Childhood Years.	489p.	L2	ED 369 557
Stress Management for Elementary Schools.	198p.	L3	ED 369 006
Teaching and Assessing Writing: Recent Advances in Understanding, Evaluating, and Improving Student Performance.			

Math Lab.	51p.	L1	ED 368 985
Math on the Job.	68p.	L1	ED 368 986
Mathematics: Strategic Problem Solving. Training Packet for a Two-Session Workshop. Study of ABE/ESL Instructor Training Approaches.	86p.	L1	ED 368 944
Militarism Versus Development. Teaching Global Issues.	10p.	L1	ED 369 674
Monitoring Student Progress. Training Packet for a Two-Session Workshop. Study of ABE/ESL Instructor Training Approaches.	96p.	L1	ED 368 945
Moral Development: Making the Connection between Choices, Responsibility and Self-Esteem.	14p.	L2	ED 369 555
More than the Sum of the Parts: Using Small Group Learning in Adult Basic and Literacy Education. A 353 Special Demonstration Project.	90p.	L1	ED 368 905
Motivation To Learn: From Theory to Practice. Second Edition.	292p.	L3	ED 369 773
Mr. Stinson's Vietnam: Moral Ambiguity in the History Classroom. Teaching Cases in Cross-Cultural Education, No. 11.	30p.	L1	ED 369 701
Order & Diversity in the Living World: Teaching Taxonomy & Systematics in Schools.	92p.	L2	ED 369 654
Participatory Staff Development: Lessons from Peers. Special Demonstration Project. Final Report.	132p.	L1	ED 368 883
Passing It On--Folk Artists and Education in Cumberland County, New Jersey.	202p.	L1	ED 369 671
Planning for Instruction. Training Packet for a Two-Session Workshop. Study of ABE/ESL Instructor Training Approaches.	102p.	L1	ED 368 946
Positive Approaches: A Sexuality Guide for Teaching Developmentally Disabled Persons.	112p.	L2	ED 369 215
Pre-blueprint Math.	88p.	L1	ED 368 987
Presentation Skills.	54p.	L1	ED 368 972
Problem Solving.	38p.	L1	ED 368 973
Reading and Writing Effectively.			

Writing for Publication: Are Junior Faculty Prepared?	8p.	L1	ED 369 374

(071) Informational Analyses - ERIC IAPS

Asian-American Children: What Teachers Should Know. ERIC Digest.	3p.	L1	ED 369 577
Children's Nutrition and Learning. ERIC Digest.	3p.	L1	ED 369 579
Creating a Professional Workforce in Adult ESL Literacy. ERIC Digest.	4p.	L1	ED 369 308
ERIC Clearinghouse Publications, 1993. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses Announced in Resources in Education (RIE) January-December 1993.	111p.	L1	ED 369 420
Inclusive Schools. Topical Bibliography on Inclusive Schools.	216p.	L1	ED 369 231
Integrating Children with Disabilities into Preschool. ERIC Digest.	3p.	L1	ED 369 581
Life and Work in a Technological Society. ERIC Digest No. 147.	4p.	L1	ED 368 892
Nutrition Programs for Children. ERIC Digest.	3p.	L1	ED 369 580
Organizing for Effective Reading Instruction. ERIC Digest.	3p.	L1	ED 369 034
Peer Tutoring in Adult Basic and Literacy Education. ERIC Digest No. 146.	4p.	L1	ED 368 891
Performance-Based Assessment	37p.	L1	ED 369 389
The Place of the Humanities in Continuing Higher Education. ERIC Digest No. 145.	4p.	L1	ED 368 890
Recruitment and Retention of Minority Teachers in Vocational Education. ERIC Digest No. 144.	4p.	L1	ED 368 889
Resource Rooms for Children: An Innovative Curricular Tool. ERIC Digest.	3p.	L1	ED 369 576
School-Site Councils. ERIC Digest, Number 89.	3p.	L1	ED 369 154
Senior Citizens as School Volunteers: New Resources for the Future. ERIC Digest.	3p.	L1	ED 369 774
Theory Meets Practice in Language Arts Assessment. ERIC Digest.			

Bibliography of Tests.	29p.	L1	ED 369 801
Intelligence--Individually Administered, Grades 4-6. Annotated Bibliography of Tests.	23p.	L1	ED 369 799
Intelligence--Individually Administered, Preschool-Grade 3. Annotated Bibliography of Tests.	35p.	L1	ED 369 798
Interdisciplinary Learning and the Arts: An Annotated Bibliography, July 1993. Second Edition.	33p.	L1	ED 369 707
Italian - Foreign Language. Annotated Bibliography of Tests.	10p.	L1	ED 369 791
Item Pools. Annotated Bibliography of Tests.	54p.	L1	ED 369 806
Measures of Learning Style. Annotated Bibliography of Tests.	29p.	L1	ED 369 795
Moral Development. Annotated Bibliography of Tests.	26p.	L1	ED 369 834
Non-Verbal Aptitude. Annotated Bibliography of Tests.	29p.	L1	ED 369 831
Performance-Based Assessment	37p.	L1	ED 369 389
Piagetian Measures. Annotated Bibliography of Tests.	29p.	L1	ED 369 796
Preventing Youth Violence and Aggression and Promoting Safety in Schools.	27p.	L1	ED 368 989
Resources in Education (RIE). Volume 29, Number 9.	p.	L2	ED 368 851
Rockin' Readers Handbook.	29p.	L1	ED 369 052
Scholastic Aptitude and Mental/Cognitive Ability. Annotated Bibliography of Tests.	123p.	L1	ED 369 797
Social Perception and Judgment. Annotated Bibliography of Tests.	36p.	L1	ED 369 837
Social Skills, Birth - Age 9. Annotated Bibliography of Tests.	70p.	L1	ED 369 835
Social Skills, Grade 4 and Above. Annotated Bibliography of Tests.	81p.	L1	ED 369 836
Software Buyer's Guide. 1993 Edition.	74p.	L1	ED 368 903
"The State of 'Education and Development': New Directions."			

Self-Monitoring: An Alternative to Daily Point Sheets.	21p.	L1	ED 369 253
Self-Study Centre: Help, Fun, and Interdependence.	6p.	L1	ED 369 255
Service-Learning Reflections: Update of Service-Learning in Pennsylvania.	28p.	L1	ED 368 910
Sex Equity. Single Parents, Displaced Homemakers, Single Pregnant Women's Projects. Directory FY-1994.	80p.	L1	ED 368 871
Sociopolitical Analyses.	108p.	L1	ED 369 665
Special Education Administrator Training: Meeting Market Needs through Collaboration in Northern New England.	7p.	L1	ED 369 624
Special Issues Analysis Center Annual Report: Year One. Volumes I-V.	894p.	L1	ED 369 254
Staff Development for Volunteers: Distance Education through the Home Study Option.	77p.	L1	ED 368 866
Staff Orientation Manual for Adult Basic and Literacy Education Providers. Final Report.	159p.	L1	ED 368 884
Starting Points: Meeting the Needs of Our Youngest Children. The Report of the Carnegie Task Force on Meeting the Needs of Young Children.	153p.	L1	ED 369 562
State Data Collection and Monitoring Procedures Regarding Overrepresentation of Minority Students in Special Education. Project FORUM.	20p.	L1	ED 369 247
The Status of Social Studies in Louisiana Schools.	64p.	L1	ED 369 710
Stemming Teacher Turnover in Rural Settings: An Alternative Approach.	12p.	L1	ED 369 618
Structure and Sequence in Curricula for English Majors.	12p.	L1	ED 369 106
Student Legal Issues. Final Report.	365p.	L1	ED 368 885
Studies in Empowerment.	112p.	L1	ED 369 664
A Study To Identify and Measure Desirable Student Social Outcomes.	67p.	L1	ED 369 570
Synopsis of a Descriptive Study of School-Based Adolescent			

GAIN in the Community Colleges: A Report on the 1992-93 Survey on GAIN Participants and Funding.
21p. L1 ED 369 465

Garde a l'enfance: Etude sur la remuneration et les conditions de travail dans le domaine de la garde a l'enfance au Canada. Rapport final (Caring for a Living: A Study on Wages and Working Conditions in Canadian Child Care. Final Report).
208p. L2 ED 369 498

Garland County Community College Non-Returning Student Survey.
132p. L1 ED 369 462

Gender Differences in Achievement Test Scores.
25p. L2 ED 369 816

Gender Differences in Course Selection Criteria: Academically Talented Students in an Intensive Summer Program.
43p. L1 ED 369 721

Getting Started: Second Language Development in K-1 French Immersion.
62p. L1 ED 369 262

Grad 1, 3, and 5: A Longitudinal Comparison of Graduate Follow-Up Studies.
46p. L1 ED 369 470

Grade Retention and Parental Aspirations for Students with Learning Disabilities.
9p. L1 ED 369 607

Hands-On Instruction in an Electronic Classroom. A Final Report to the U.S. Dept. of Education of a Research and Development Grant Awarded To Establish a Fully-Equipped Electronic Training Room and Test the Effectiveness of Hands-On Instruction in Learning the NOTIS OPAC and Silver-Platter ERIC.
109p. L1 ED 369 391

Having Fun: What's In and What's Not. Project REC.
38p. L1 ED 369 202

He, She and I. T.: Groupwork in a Gender-Sensitive Area.
14p. L1 ED 369 486

How a Bilingual Child Understands Being Bilingual.
21p. L1 ED 369 266

How Well Are Youth with Disabilities Really Doing? A Comparison of Youth with Disabilities and Youth in General. A Report from the National Longitudinal Transition Study of Special Education Students.
103p. L1 ED 369 233

Identification of Guessing Behavior on the Basis of the Mixed Rasch Model.
20p. L1 ED 369 814

The Impact of Restructuring on the Secretarial Profession. A Survey of Office Professionals.
27p. L1 ED 368 900

The Impact of Rising Tuition on the Low Income and Minority Populations of Arizona.

Embedding Participation in Educational Finance Strategy: New Representations.	12p.	L1	ED 369 130
Employment Success for Students with Mild Disabilities: Process and Outcomes.	14p.	L1	ED 369 235
Engineering the Classroom To Promote Inclusion.	7p.	L1	ED 369 614
Enhancing Vocabulary Acquisition through Reading: A Hierarchy of Text-Related Exercise Types.	24p.	L1	ED 369 291
Establishing Partnerships among Women Executives in Rural School Districts.	6p.	L1	ED 369 628
Evaluating An Educational Leadership Doctoral Program: Results of a Focus Group Simulation for Educational Leadership Doctoral Students.	22p.	L1	ED 369 363
Evaluation of Communication Training Effectiveness in the Workplace: A Case Study.	24p.	L1	ED 369 120
Excel: An Intensive and Structured Program of Advising and Academic Support To Assist Minority Freshmen To Succeed at a Large State University.	37p.	L1	ED 369 375
An Exit Interview: The Culminating Reflective Experience.	8p.	L1	ED 369 626
Exploring Staff Development Theories: The Ames Study.	32p.	L1	ED 369 751
The Extended Family: An Educational Program for the Seasonal and Migrant Farm Worker.	15p.	L1	ED 369 625
Feedback in L2 Writing.	7p.	L1	ED 369 287
Fetal Alcohol Syndrome (FAS), Fetal Alcohol Effects (FAE): Implications For Rural Classrooms.	17p.	L1	ED 369 602
First Year Teaching Experiences of Early Childhood Urban Teachers.	20p.	L1	ED 369 856
Five Years of DCS 101: An Empirical Analysis.	15p.	L1	ED 369 362
Four-Way Supervision: Weaving the Voices, Unweaving the Strands.	23p.	L1	ED 369 748
From Other to Community: Making the Writing Center an All-University Facility.	16p.	L1	ED 369 086

Implementation of the Louisiana ADD Law.	41p.	L1	ED 369 197
Improving Knowledge and Competency of Early Childhood Providers Through an In-Service Multicultural Bilingual Program.	51p.	L1	ED 369 530
Improving the Reading Comprehension Skills of Unmotivated Fifth Grade Students through Literature-Based Instruction.	65p.	L1	ED 369 074
Improving the Success of Ethnically Diverse Education Majors in Preparation for Transfer and a Career in Teaching.	54p.	L1	ED 369 457
Improving Third-Grade Students' Attitudes to Reading through the Use of Recreational Reading Activities.	62p.	L1	ED 369 043
Integrating Technology in the Classroom: Process Evaluation, Strategies and Issues.	22p.	L1	ED 369 392
Introducing Newbery Winners and Honor Books to Hispanic Fourth and Fifth Graders through a Recreational Reading Program.	78p.	L1	ED 369 042
Kentucky's Primary Program: A Progress Report.	56p.	L1	ED 369 517
LAP Reading Program: Every Child a Reader. UKERA Occasional Papers #0006.	45p.	L1	ED 369 550
Learner Support Strategies: An Integrated Approach.	30p.	L1	ED 369 463
A Literacy Lending Library. Project Report.	105p.	L1	ED 368 880
Looking through Eyes of Compassion: Visible Minorities in SIAST.	44p.	L1	ED 368 907
Making the Point: Writing in the Workplace.	143p.	L1	ED 368 983
Math Lab.	51p.	L1	ED 368 985
Math on the Job.	68p.	L1	ED 368 986
Mercer County Community College Workplace Skills Project. Final Evaluation (September 1, 1992-February 28, 1994).	209p.	L1	ED 368 968
The Meridian Partnership: A Model Workplace Literacy Project and Development Unit. Internal Evaluation Report, Final Report.	67p.	L1	ED 369 429
Model Standards for Beginning Teacher Licensing and Development: A Resource for State Dialogue. Draft for Comments.	44p.	L1	ED 369 767

Second Edition, Revised and Expanded.
351p. L3 ED 369 090

Teaching Children to Care: Management in the Responsive Classroom.
306p. L1 ED 369 531

The Teaching Learning Enterprise: Miami-Dade Community College's Blueprint for Change.
200p. L3 ED 369 454

Toddlers and Their Mothers: Abridged Version for Parents and Educators.
243p. L3 ED 369 508

Understanding Teacher Development.
243p. L3 ED 369 784

Why the Religious Right Is Wrong about Separation of Church and State.
255p. L1 ED 369 168

Worlds of Literacy. The Language and Education Library 5.
284p. L3 ED 369 307

(020) Collected Works - General

20/20 Vision: The Development of a National Information Infrastructure.
166p. L1 ED 369 404

Advances in Research and Practice in Self-Directed Learning.
293p. L3 ED 368 917

Assessing Engineering Education in Sub-Saharan Africa. World Bank Technical Paper Number 197, Africa Technical Department Series.
210p. L2 ED 369 364

At-Risk Students: Portraits, Policies, Programs, and Practices.
440p. L3 ED 369 849

Bigotry, Prejudice, and Hatred: Definitions, Causes, and Solutions. Contemporary Issues Series.
243p. L3 ED 369 874

Building a System To Connect School and Employment.
82p. L2 ED 368 938

The Challenge of Detracking: A Collection.
296p. L2 ED 369 573

Changing American Education. Recapturing the Past or Inventing the Future?
431p. L3 ED 369 851

Changing Classroom Practices: Resources for Literary and Cultural Studies. Refiguring English Studies.
336p. L1 ED 369 104

Community-Based Employment Following Traumatic Brain Injury.
292p. L1 ED 369 241

Creativity and Collaborative Learning: A Practical Guide to

	164p.	L1	ED 368 979
Reading and Writing II.	112p.	L1	ED 368 980
Reading Lab.	57p.	L1	ED 368 978
Skills for Drug-Free Living Curriculum Guide. Future Quest.	269p.	L1	ED 369 250
Stress Management.	31p.	L1	ED 368 974
Student Legal Issues. Final Report.	365p.	L1	ED 368 885
Taking Part: An Elementary Curriculum in the Participation Series.	52p.	L2	ED 369 714
Teaching and Assessing Writing: Recent Advances in Understanding, Evaluating, and Improving Student Performance. Second Edition, Revised and Expanded.	351p.	L3	ED 369 090
Teaching Children to Care: Management in the Responsive Classroom.	306p.	L1	ED 369 531
Teaching Critical Thinking Skills in Biology.	59p.	L2	ED 369 655
Teaching for Oral Proficiency in French: A Teacher's Manual To Accompany Foreign Language Master Curriculum.	48p.	L1	ED 369 299
Teaching for Oral Proficiency in German: A Teacher's Manual To Accompany Foreign Language Master Curriculum.	117p.	L1	ED 369 298
Teaching for Oral Proficiency in Spanish: A Teacher's Manual To Accompany Foreign Language Master Curriculum.	88p.	L1	ED 369 300
Team Learning. Training Packet for a Three-Session Workshop. Study of ABE/ESL Instructor Training Approaches.	132p.	L1	ED 368 947
Telecommunications in the Workplace.	31p.	L1	ED 368 975
Tell Me: Children, Reading & Talk.	130p.	L1	ED 369 064
Time Management.	47p.	L1	ED 368 976
To Live in a Multicultural World.	65p.	L3	ED 369 668
Using Feedback and Reflection as Tools in Bridging the Theory-Practice Link in Language Teacher Training at the Primary Level.	17p.	L1	ED 369 282

3p. L1 ED 369 075

Violence and Young Children's Development. ERIC Digest.
3p. L1 ED 369 578

(072) Book/Product Reviews

EPIEgram: The Newsletter of Systemic Change, 1992-1993.
146p. L1 ED 369 393

(080) Journal Articles

The Challenge for Site-Based Decision Making Councils: Making Quality Preschool Education Accessible to Language Minority Students.
8p. L1 ED 369 545

A Comprehensive Approach to Gender Equity.
5p. L1 ED 369 640

Process and Social Aspects of Writing: Theory and Classroom Application.
19p. L1 ED 369 288

Teaching and Storytelling: A "Foxfire" Approach.
8p. L1 ED 369 129

Teaching Writing with Small Groups.
26p. L1 ED 369 290

(090) Legal/Legislative/Regulatory Materials

Abuses in Federal Student Grant Programs. Hearings before the Permanent Subcommittee on Investigations of the Committee on Governmental Affairs, United States Senate, One Hundred Third Congress, First Session (October 27-28, 1993).
561p. L1 ED 369 381

Child Care Quality: States' Difficulties Enforcing Standards Confront Welfare Reform Plans. Statement of Joseph F. Delfico, Director, Income Security Issues, Health, Education, and Human Services. Testimony before the Subcommittee on Regulation, BusinessOpportunities, and Technology, Committee on Small Business, House of Representatives.
13p. L1 ED 369 534

A Compilation of Federal Education Laws. Volume III--Higher Education, As Amended through March 1994. Prepared for the Use of the Committee on Education and Labor of the U.S. House of Representatives and for the Use of the Committee on Labor and Human Resources of the United States Senate, One Hundred Third Congress, Second Session. Committee Print.
735p. L1 ED 369 325

Elementary School Children: Many Change Schools Frequently, Harming Their Education. Report to the Honorable Marcy Kaptur, House of Representatives.
56p. L1 ED 369 526

Goals 2000: Educate America Act. Conference Report To Accompany H.R. 1804, House of Representatives, 103d Congress, 2d Session.
232p. L1 ED 369 149

Hearing on the Reauthorization of the Elementary, Secondary, and

International Conference (Cairo, Egypt, November 22-25, 1993). Book of Abstracts.	106p.	L1	ED 369 726
Systematic Observation Techniques. Annotated Bibliography of Tests.	44p.	L1	ED 369 826
Teaching Style. Annotated Bibliography of Tests.	44p.	L1	ED 369 804

(132) Reference Materials - Directories/Catalogs

Abstracts of Literature in Self-Directed Learning 1966-1982.	168p.	L3	ED 368 920
Abstracts of Literature in Self-Directed Learning 1983-1991.	264p.	L3	ED 368 921
Agriculture, Forestry, Fishing, and Veterinary Science. Financial Assistance for Study after Standard 10.	47p.	L1	ED 369 336
Any Field of Study. Financial Assistance for Study after Standard 10.	139p.	L1	ED 369 330
Apprenticeship Reference Guide. Third Edition.	99p.	L1	ED 368 864
Architecture and Building Sciences. Financial Assistance for Study after Standard 10.	40p.	L1	ED 369 335
Art, Music, and Design. Financial Assistance for Study after Standard 10.	41p.	L1	ED 369 333
Awards for University Administrators and Librarians 1994-96. ACU Awards Series.	30p.	L3	ED 369 355
Awards for University Teachers and Research Workers 1994-96. ACU Awards Series.	352p.	L3	ED 369 354
Child Day Care Center Licensing Study, 1994.	200p.	L2	ED 369 518
Commerce and Administration. Financial Assistance for Study after Standard 10.	71p.	L1	ED 369 332
Compendium of Program Facts and Executive Summaries. 1990-91 Evaluation Reports.	138p.	L1	ED 369 853
Directory of Child-to-Child Activities Worldwide.	69p.	L1	ED 369 549
Distance Education Resource Directory for Northwest Schools.	46p.	L1	ED 369 386
Drug Information Units Project: A Resource Directory of			

Suicide Prevention/Intervention Programs: Program Components and the Role of the School Counselor.	25p.	L2	ED 369 017
The Systematic Inclusive Preschool Education Model for Children with Severe Disabilities. Final Report.	125p.	L1	ED 369 221
Task Force on College Governance Report to the College Community: 3 Years in Progress.	28p.	L1	ED 369 440
Teacher Education Policy in the States: A 50-State Survey of Legislative and Administrative Actions.	82p.	L1	ED 369 771
Teacher Study Groups As a Means of Rural Professional Development.	6p.	L1	ED 369 600
Teachers and the Education of the People: Elementary School Teachers and Images of Citizenship in Scandinavia during the 19th and 20th Centuries.	29p.	L1	ED 369 560
Teachers as Trainers.	28p.	L1	ED 369 278
Teachers Teaching Teachers: The Art of Working Together and Sharing.	12p.	L1	ED 369 616
The Teaching Learning Enterprise: Miami-Dade Community College's Blueprint for Change.	200p.	L3	ED 369 454
Toddlers and Their Mothers: Abridged Version for Parents and Educators.	243p.	L3	ED 369 508
Towards ESP Programmes in Technical and Vocational Institutions in Malaysia.	14p.	L1	ED 369 286
Trends and Issues in English Instruction, 1993--Six Summaries. Summaries of Informal Annual Discussions of the Commissions of the National Council of Teachers of English.	18p.	L1	ED 369 083
Trends and Issues in English Instruction, 1994--Six Summaries. Summaries of Informal Annual Discussions of the Commissions of the National Council of Teachers of English.	12p.	L1	ED 369 084
Turning Points: Books and Reports that Reflected and Shaped U.S. Education, 1749-1990s.	17p.	L1	ED 369 695
Two-Way Bilingual Programs in the United States. 1993-1994 Supplement.	96p.	L1	ED 369 265
Urban School Safety: Strategies of the Great City Schools.	52p.	L2	ED 369 877

	19p.	L1	ED 369 433
Impact of the Winthrop Writing Institute on Participants' Teaching and Writing 1981 through 1989.	49p.	L1	ED 369 087
Improved Science Content for Pre-Service Teachers: Modeling of Teaching Strategies Based on Current Science Education Reform Literature.	18p.	L1	ED 369 647
In-Service Chemistry Teachers Training: The Impact of Introducing Computer Technology on Teachers' Attitudes.	18p.	L1	ED 369 646
Inclusionary Programs for Children with Language and/or Learning Disabilities: Issues in Teacher Readiness.	14p.	L1	ED 369 251
Infant Memory for Primitive Perceptual Features.	12p.	L1	ED 369 483
Integrated Teaching Units: Focusing an Elementary Methods Block Program on Social Studies and Science.	25p.	L1	ED 369 680
Kantian Model of Moral Development.	17p.	L1	ED 369 813
Kindergartners' Self-Concepts and Perceptions of Peer Interactions.	18p.	L1	ED 369 520
Literacy Development in Network-Based Classrooms. Technical Report No. 597.	31p.	L1	ED 369 056
Looking through Eyes of Compassion: Visible Minorities in SIAST.	44p.	L1	ED 368 907
Managing Classroom Discourse: An Examination of Teacher/Student Interaction.	26p.	L1	ED 369 116
Matching State Goals to a Model of School Completion Outcomes and Indicators. Technical Report 9.	149p.	L1	ED 369 229
Maternal Separation Anxiety as a Determinant of Role Satisfaction.	23p.	L1	ED 369 014
Measuring Changes in Salaries and Wages in Public Schools. Annual Edition .	41p.	L3	ED 369 161
Mediating Influences on Serum Lipids among Postmenopausal Women.	19p.	L1	ED 369 740
The Meridian Partnership: A Model Workplace Literacy Project and Development Unit. Internal Evaluation Report, Final Report.	67p.	L1	ED 369 429
Methods To Increase the Number of Successful Transfers between			

From Play Activity toward Learning Activity: Developmental Perspectives in Early Childhood Education.	17p.	L1	ED 369 477
From the Axial Age to the New Age: Religion as a Dynamic of World History.	15p.	L1	ED 369 717
Full-day Versus Half-day Kindergarten: An Experimental Study.	14p.	L1	ED 369 540
Gender at the Base of World History.	14p.	L1	ED 369 678
Gender Differences in Achievement Test Scores.	25p.	L2	ED 369 816
Gender Differences in Course Selection Criteria: Academically Talented Students in an Intensive Summer Program.	43p.	L1	ED 369 721
A General Survey of Religious Concepts and Art of North, East, South, and West Africa.	11p.	L1	ED 369 692
George Peabody's (1795-1869) Educational Legacy.	9p.	L1	ED 369 720
Grade Retention and Parental Aspirations for Students with Learning Disabilities.	9p.	L1	ED 369 607
He, She and I. T.: Groupwork in a Gender-Sensitive Area.	14p.	L1	ED 369 486
Health Occupations Extended Campus Program.	49p.	L1	ED 369 648
History of Educational Supervision: Proposals and Prospects.	39p.	L1	ED 369 178
Hyperactive or Activity Hyper: Intervention for the Child with Attention Problems.	7p.	L1	ED 369 196
Ideal Ends: John Dewey's Later Vision for Education.	32p.	L1	ED 369 755
Identification of Guessing Behavior on the Basis of the Mixed Rasch Model.	20p.	L1	ED 369 814
Impacts of Cross-Cultural Mass Media in Iceland, Northern Minnesota, and Francophone Canada in Retrospect.	15p.	L1	ED 369 111
Impediments to a Project-Based and Integrated Curriculum: A Qualitative Study of Curriculum Reform.	34p.	L1	ED 369 185
Implications of Outcomes-Based Education for Children with Disabilities. Synthesis Report 6.	13p.	L1	ED 369 227

National Survey of Reading Programs for Incarcerated Juvenile Offenders.	61p.	L1	ED 369 047
The Ninos Especiales Outreach Training Project (NEOTP). Final Report.	744p.	L1	ED 369 225
On the Write Track. A 353 Special Project. Final Report.	107p.	L1	ED 368 882
Orientations of State Administrators toward Cultural Diversity in Public Agencies: An Empirical Study.	31p.	L1	ED 369 349
Parent Involvement: A Survey of Proficiencies of Principals and Teachers.	35p.	L1	ED 369 556
Participatory Staff Development: Lessons from Peers. Special Demonstration Project. Final Report.	132p.	L1	ED 368 883
Pre-blueprint Math.	88p.	L1	ED 368 987
Presentation Skills.	54p.	L1	ED 368 972
Problem Solving.	38p.	L1	ED 368 973
Professional Development for Technology Education: Results of a National Study.	40p.	L1	ED 368 937
The Project GAIN Report: Connecting Rural Public Libraries to the Internet.	103p.	L2	ED 369 409
Project REC: Integrated Social and Leisure Recreation Services for Students with Severe Disabilities. Final Report.	251p.	L1	ED 369 201
Quality Child Care for Hispanic Families: Support and Training for Spanish-Speaking Family Day Care Providers. A Survey of Community-Based Organizations.	11p.	L2	ED 369 513
Racism in Schools--New Research Evidence.	66p.	L3	ED 369 872
Reading and Writing Effectively.	164p.	L1	ED 368 979
Reading and Writing II.	112p.	L1	ED 368 980
Reading Lab.	57p.	L1	ED 368 978
The Reading-Writing Connection in the Comic Book Genre: A Case Study of Three Young Writers.	94p.	L1	ED 369 070

Empowering Students and Teachers.	432p.	L3	ED 369 547
Education in America. Opposing Viewpoints.	288p.	L3	ED 369 850
Emerging Perspectives of Self-Directed Learning.	281p.	L3	ED 368 923
Expanding Horizons in Business Education. National Business Education Association Yearbook, No. 32.	185p.	L2	ED 368 961
Financing Nontraditional Students: A Seminar Report.	96p.	L1	ED 369 423
The Gender Gap in Higher Education. World Yearbook of Education 1994.	255p.	L3	ED 369 380
Higher Education: Handbook of Theory and Research. Volume VI.	527p.	L3	ED 369 339
Information Infrastructure Sourcebook.	838p.	L3	ED 369 390
Integrating the Curricula: A Collection.	216p.	L2	ED 369 572
Language Teacher Education in a Fast-Changing World. Anthology Series 29. Selected Papers from a Seminar on Language Teacher Education in a Fast-Changing World (April 1992).	171p.	L1	ED 369 274
Managing the Industrial Labor Relations Process in Higher Education.	373p.	L3	ED 369 377
Morality, Responsibility, and the University. Studies in Academic Ethics.	273p.	L3	ED 369 326
The Multiage Classroom: A Collection.	227p.	L2	ED 369 574
Multicultural Issues in the Education of Students with Behavioral Disorders.	291p.	L3	ED 369 195
New Ideas about Self-Directed Learning.	246p.	L3	ED 368 924
Parents and Schools: From Visitors to Partners. NEA School Restructuring Series.	105p.	L2	ED 369 499
Philosophy, Rhetoric, Literacy Criticism: (Inter)views.	260p.	L3	ED 369 089
Programming for Adolescents with Behavioral Disorders, Vol. 4.	143p.	L2	ED 369 191
Programming for Adolescents with Behavioral Disorders, Vol. 5.	183p.	L2	ED 369 192

Utah's Best Project: Behavioral and Educational Strategies for Teachers. Technical Assistance Manuals, Edited Versions.
154p. L1 ED 369 760

Volunteers and Teachers in the Classroom. Training Packet for a Two-Session Workshop. Study of ABE/ESL Instructor Training Approaches.
75p. L1 ED 368 949

Whole Language Approach. Study of ABE/ESL Instructor Training Approaches.
104p. L1 ED 368 948

The "WHOOPS! Quotient" and the Wheel of Right Action: Interactive Methods for Teaching Ethics and Values in the Classroom.
25p. L1 ED 369 123

A World of Maps and Travel. An Interdisciplinary Curriculum and Resource Packet Designed for Secondary Students.
40p. L1 ED 369 725

(053) Guides - Non-Classroom

Academic Alliances, You Can Do It Too.
7p. L1 ED 369 588

Access and Affordability: Strategic Financial Perspectives for Independent Schools.
159p. L2 ED 369 145

The Acculturation Model: The Theory and Its Implications for Classroom Language Acquisition.
27p. L2 ED 369 272

Active Learning in a Family Day Care Setting.
176p. L3 ED 369 544

Administrative Flexibility Granted to the University of Hawaii and the Department of Education. Final Report to the Governor and the Legislative of the State of Hawaii.
32p. L1 ED 369 166

Apprenticeship Reference Guide. Third Edition.
99p. L1 ED 368 864

Assessing the Climate of Science Laboratory Classes.
13p. L1 ED 369 657

Basic Skills in the Workplace: Practical Guide for Development & Implementation.
275p. L1 ED 368 911

Bridging Early Services for Children with Special Needs and Their Families: A Practical Guide for Transition Planning.
318p. L3 ED 369 239

Building Positive Relationships on the Border with Parents of Special Students: Effective Practices for the I.E.P.
6p. L1 ED 369 627

A Business Advisor's Guide to Counseling Theories.
15p. L1 ED 369 008

Vocational Education Act. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, One Hundred Third Congress, First Session (York Springs, Pennsylvania, April 30, 1993).
80p. L1 ED 369 485

Historically Black Colleges and Universities Historic Building Restoration and Preservation Act. Report Together with Dissenting Views To Accompany H.R. 2921 . House of Representatives, 103D Congress, 1st Session.
10p. L1 ED 369 353

Improving America's Schools Act of 1994. Report on H.R. 6 Together with Minority, Supplemental, and Additional Views Committee on Education and Labor, House of Representatives, 103rd Congress, 2d session.
737p. L1 ED 369 147

Information Infrastructure Sourcebook.
838p. L3 ED 369 390

Partners in Creating a 21st Century Head Start. Hearing on Detailing the Recommendations Made in the Report of the Committee on Head Start Quality and Expansion in Preparation for the 1994 Head Start Reauthorization Process, before the Committee on Laborand Human Resources. United States Senate. One Hundred Third Congress, First Session.
63p. L1 ED 369 566

Reauthorization of the Technology-Related Assistance for Individuals with Disabilities Act. Hearing before the Subcommittee on Select Education and Civil Rights of the Committee on Education and Labor. House of Representatives, One Hundred Third Congress, First Session (June 10, 1993).
127p. L1 ED 369 248

(100) AudioVisual Non-Print Materials

To Live in a Multicultural World.
65p. L3 ED 369 668

(110) Numerical/Quantitative Data

Administrative Compensation Survey. 1993-94.
123p. L3 ED 369 311

The Alabama College System Statistical Profiles, 1992-93.
76p. L1 ED 369 466

American Association of Colleges for Teacher Education Briefing Book 1993.
58p. L1 ED 369 779

Annual Report on Student Achievement 1992-93. Publication Number 92.30.
73p. L1 ED 369 823

Assessing the Need, Acceptability, and Available Resources for Adult Literacy Staff Development through Distance Education in Rural Pennsylvania and Recommended Models To Meet the Needs.
97p. L1 ED 368 874

Attitudes and Opinions from the Nation's High Achieving Teens.

Available Drug Education Information at Ashland Community College.
29p. L1 ED 369 453

Engineering. Financial Assistance for Study after Standard 10.
73p. L1 ED 369 331

Financial Assistance for Study after Standard 10: First Diplomas and Bachelor's Degrees. 1993/1994. Research Finding MN-141.
240p. L1 ED 369 329

Human Sciences, Languages, and Education. Financial Assistance for Study after Standard 10.
92p. L1 ED 369 334

A Literacy Lending Library. Project Report.
105p. L1 ED 368 880

Medical and Related Fields. Financial Assistance for Study after Standard 10.
61p. L1 ED 369 338

Multicultural Sensitivity: A Principal's Reference Guide.
59p. L1 ED 369 171

National Network for Educational Renewal: Partner School Directory.
154p. L1 ED 369 729

National Resources for Adults with Learning Disabilities.
34p. L1 ED 368 899

Natural, Mathematical, and Computer Sciences. Financial Assistance for Study after Standard 10.
78p. L1 ED 369 337

School Help: 105 Resources for Chicago School Improvement.
43p. L1 ED 369 869

Self-Directed Learning Dissertation Abstracts 1966-1991.
326p. L3 ED 368 919

Sex Equity. Single Parents, Displaced Homemakers, Single Pregnant Women's Projects. Directory FY-1994.
80p. L1 ED 368 871

Supporting the Total Child. Resource Book. Chapter 1 & 2. Successful Programs 1993-94.
118p. L1 ED 369 866

(140) Reports - General

Linking High Quality Teacher Preparation to Fundamental School Reform: The Philanthropic Role. A Report on a Consultation Sponsored by the BellSouth Foundation (Memphis, Tennessee, April 21, 1993).
32p. L1 ED 369 750

Long-Term Care Administration at San Francisco State University.
19p. L1 ED 369 005

Managing the Industrial Labor Relations Process in Higher Education.
373p. L3 ED 369 377

Using a Project Portfolio: Empowerment Evaluation for Model Demonstration Projects.
14p. L1 ED 369 209

Violence in Schools: An Overview. CRS Report for Congress.
12p. L1 ED 369 159

West Virginia Kids Count Data Book: 1993 County Profiles of Child Well-Being.
185p. L1 ED 369 524

What Have You Learned? Co-Constructing the Meaning of Time.
25p. L1 ED 369 484

Work Based Learning and Higher Education in the USA.
44p. L1 ED 369 316

Workforce Training: The Pellissippi State Model.
48p. L1 ED 369 426

Year-Round Education in the Woodburn School District.
134p. L1 ED 369 141

(142) Reports - Evaluative

Access and the Special Needs Student. Looking at Literacy Provision.
7p. L1 ED 368 852

Adapting the Six Category Intervention Analysis To Promote Facilitative Type Supervisory Feedback in Teaching Practice.
13p. L1 ED 369 280

Administrative Flexibility Granted to the University of Hawaii and the Department of Education. Final Report to the Governor and the Legislative of the State of Hawaii.
32p. L1 ED 369 166

African American Studies Programs.
36p. L1 ED 369 864

Alternative Certification in Special Education: A Qualitative Study of Two Models.
9p. L1 ED 369 603

Annual Report on Student Achievement 1992-93. Publication Number 92.30.
73p. L1 ED 369 823

Are Preservice General Educators Being Adequately Prepared for Inclusion?
11p. L1 ED 369 594

Assessing Learners in Higher Education. Teaching and Learning in Higher Education Series.
165p. L3 ED 369 379

Assessing the Need, Acceptability, and Available Resources for Adult Literacy Staff Development through Distance Education in Rural Pennsylvania and Recommended Models To Meet the Needs.
97p. L1 ED 368 874

Assessment Issues in Higher Education.

Programs by Students in Adult Literacy Programming. A Research Report.	110p.	L1	ED 368 853
Minority Recruitment in Teacher Education.	44p.	L1	ED 369 857
Missouri Women Today...in Education...in Employment. 1991 Status Report.	55p.	L1	ED 369 684
The Mobility Strategies of Successful Hispanic High School Students.	14p.	L1	ED 369 862
Motor Learning in Childhood Education: Curricular, Compensatory, Cognitive.	197p.	L3	ED 369 553
Multivariate and Descriptive Discriminant Analysis of Multidisciplinary Approaches to Integrating Mathematics, Science, and Technology Education in the High School.	22p.	L1	ED 368 936
NAEP 1992--Reading Report Card for the Nation and the States: Data from the National and Trial State Assessments.	323p.	L1	ED 369 067
NAEP 1992--Reading State Report for Colorado: The Trial State Assessment at Grade 4.	205p.	L1	ED 369 068
National Report on Schooling in Australia, 1991.	185p.	L1	ED 369 666
National Survey of Reading Programs for Incarcerated Juvenile Offenders.	61p.	L1	ED 369 047
New Boundaries for School-Based Management: The High Involvement Model.	35p.	L1	ED 369 186
Observations of Instructional Time in Kindergarten Classrooms: Suggestions for Improvement.	13p.	L1	ED 369 522
Orientations of State Administrators toward Cultural Diversity in Public Agencies: An Empirical Study.	31p.	L1	ED 369 349
Overcoming Barriers in the Use of Adaptive and Assistive Technology in Special Education.	9p.	L1	ED 369 633
An Overview of a Field Study of Urban School Districts in the Far West.	26p.	L1	ED 369 858
The P-12 Experience of Students: In What Ways Can It Be a Quality Experience?	25p.	L1	ED 369 158
Parent Involvement: A Survey of Proficiencies of Principals and			

Improved Science Content for Pre-Service Teachers: Modeling of Teaching Strategies Based on Current Science Education Reform Literature.	18p.	L1	ED 369 647
Improving Education Productivity through a Focus on Learners.	14p.	L1	ED 369 174
Improving Teacher Education through International Cooperation and Partnership.	21p.	L1	ED 369 479
In-Service Chemistry Teachers Training: The Impact of Introducing Computer Technology on Teachers' Attitudes.	18p.	L1	ED 369 646
Inclusion: The Key to Success.	8p.	L1	ED 369 617
Inclusive Education for All Students.	9p.	L1	ED 369 619
Inclusive Education in Billings, Montana: A Prototype for Rural Schools.	6p.	L1	ED 369 636
An Individual Career Plan for Students with Disabilities in Higher Education.	18p.	L1	ED 369 236
The Influence of Lead Exposure and Toxicity to Children's Neurological Development and School Performance.	10p.	L1	ED 369 630
Infusing Rural School-Community Partnerships into Transition Components of Individualized Education Plans: Processes and Outcomes.	9p.	L1	ED 369 620
Instructional Strategies for Implementing Ethics Instruction in Health Education Courses.	5p.	L2	ED 369 741
Instructors as Investors: A Collegial Conspiracy To Improve Classroom Instruction.	9p.	L1	ED 369 464
An Integrated, Cooperative Learning Oriented Freshman Civil Engineering Course: Computer Analysis in Civil Engineering.	11p.	L1	ED 369 313
Integrating Technology in the Classroom: Process Evaluation, Strategies and Issues.	22p.	L1	ED 369 392
Intensive Family-Based Services Program: A Supportive Alternative to Out-of-Home Placement for Troubled Children and Their Families.	9p.	L1	ED 369 629
Intergenerational Entrepreneurship in an Educational Setting.	9p.	L1	ED 369 597

Return Address Study Report.	11p.	L1	ED 369 468
The Role of Cohesion in Communicative Competence as Exemplified in Oral Proficiency Testing.	21p.	L1	ED 369 258
Safer Schools Program Assessment Report.	75p.	L1	ED 369 148
Self-Assessment for Campus Information Technology Services. Professional Paper Series, #12.	32p.	L1	ED 369 357
Skills for Tomorrow. Workplace Skills Project. DACUM Charts.	38p.	L1	ED 368 988
Social Skills Diagnostic Screen Administration Manual.	58p.	L1	ED 369 569
Special Education Program Standards Study. Commonwealth of Virginia. Final Technical Report.	261p.	L1	ED 369 207
Staff Development for Volunteers: Distance Education through the Home Study Option.	77p.	L1	ED 368 866
Staffing Systems of Care for Children and Families: A Report of the Southern Human Resource Development Consortium for Mental Health on Workforce Issues Related to Community-Based Service Delivery for Children and Adolescents with Serious Emotional Disturbance/Mental Illness and Their Families.	171p.	L1	ED 369 210
Stress Management.	31p.	L1	ED 368 974
A Study of Attitudes & Behavior Regarding Children's Education. The Third PTA National Education Survey.	185p.	L1	ED 369 537
A Study To Determine the Attitudes of Advisors Regarding the Future Direction of the Michigan Association of FHA/HERO. Final Report.	51p.	L1	ED 368 939
A Study To Identify and Measure Desirable Student Social Outcomes.	67p.	L1	ED 369 570
Subject Matter Expert's Training Module Template.	26p.	L1	ED 368 940
Survey Report, 1992-93 Non-Returning Students.	11p.	L1	ED 369 473
Synopsis of a Descriptive Study of School-Based Adolescent Suicide Prevention/Intervention Programs: Program Components and the Role of the School Counselor.	25p.	L2	ED 369 017
Teacher Education Follow-up Study, 1994.			

Reading in the Content Areas: Improving Classroom Instruction. Third Edition.	478p.	L3	ED 369 050
Self-Directed Learning: Application and Research.	400p.	L3	ED 368 922
Self-Directed Learning: Consensus & Conflict.	296p.	L3	ED 368 918
Self-Directed Learning: Emerging Theory & Practice.	135p.	L3	ED 368 916
Understanding Teacher Development.	243p.	L3	ED 369 784
The University of Mississippi Studies in English (1990), New Series Volume VIII.	263p.	L3	ED 369 105
Violence and Hate in the Family and Neighborhood: New Perspectives, Policy and Programs.	422p.	L1	ED 369 536

(021) Collected Works - Proceedings

Adult Education Research Annual Conference (AERC) Proceedings (34th, University Park, Pennsylvania, May 1993).	377p.	L1	ED 368 967
AERA Vocational Education Special Interest Group Proceedings. American Educational Research Association Annual Meeting (New Orleans, Louisiana, April 4-8, 1994).	470p.	L1	ED 368 960
Annual Adult Education Research Conference (AERC) Proceedings (33rd, Saskatoon, Saskatchewan, Canada, May 15-17, 1992). Revised Edition.	389p.	L1	ED 368 856
Association for International Agricultural and Extension Education 1994 Conference Papers. Annual Conference (10th, Arlington, Virginia, March 24-26, 1994).	473p.	L1	ED 368 914
CCAC Family Support Watch Audioconference Series: Summary of Proceedings (April-September 1993).	52p.	L1	ED 369 554
Co-Operation for Reinforcing the Development of Education in Europe (CORDEE). Final Report of the Regional Consultation Meeting (Paris, February 12-15, 1991).	33p.	L2	ED 369 702
Collection Conservation Treatment: A Resource Manual for Program Development and Conservation Technician Training, Including "Report on Training the Trainers: A Conference on Training in Collection Conservation, Berkeley, California, April 28-May 2, 1992."	446p.	L1	ED 369 398
CSCE and Information: Proceedings of a Seminar of Experts (Tampere, Finland, April 24-27, 1992). Publications Series B			

Business-Education Partnerships: Developing a Collaborative Relationship with Business and Community.	31p.	L1	ED 369 169
The Challenge for Site-Based Decision Making Councils: Making Quality Preschool Education Accessible to Language Minority Students.	8p.	L1	ED 369 545
The Challenge of Detracking: A Collection.	296p.	L2	ED 369 573
Child Abuse and Neglect Prevention: A Resource and Planning Guide.	146p.	L1	ED 368 990
Children for Health.	185p.	L1	ED 369 510
Classroom Strategies for Assessing Limited English Proficient Students in Vocational Programs: A Resource Handbook.	314p.	L1	ED 368 872
Coaching and Counseling: Where To Draw the Line.	26p.	L1	ED 369 127
Coaching for Accomplishment. Project APIP.	21p.	L1	ED 369 213
Coaching the "Critters."	18p.	L1	ED 369 118
College-Bound Digest. Valuable Information from Prominent Educators for All College-Bound Students.	57p.	L1	ED 369 013
The Community Leisure Facilitator. Project REC.	36p.	L1	ED 369 204
A Comprehensive Approach to Gender Equity.	5p.	L1	ED 369 640
Conflict Resolution with Young Children. AECA Resource Book Series, No. 2.	16p.	L3	ED 369 502
Consulting with Your SPRE. Establishing Review Standards.	62p.	L1	ED 369 351
Continuous Assessment and Monitoring of Preschool Progress.	34p.	L1	ED 369 542
Coping with Teacher Resistance: Insights from INSET Programmes.	15p.	L1	ED 369 279
Curricular Changes, Communication Skills, and Cultural Diversity: The Next Generation.	22p.	L1	ED 369 125
D.U.C.K. Walking.	149p.	L1	ED 369 776
A Developmental Approach to Conflict Resolution.			

24th Annual Survey of High Achievers.	163p.	L1	ED 368 995
Caring for a Living: A Study on Wages and Working Conditions in Canadian Child Care. Final Report.	174p.	L2	ED 369 474
Divided We Fall: The Declining Chance for College among Minnesota Youth from Low-Income Families and Communities of Color.	22p.	L1	ED 369 321
Educational Plant Survey, The Florida State University, March 15-19, 1993.	161p.	L1	ED 369 317
The Effects of Higher Loan Limits and Need Analysis Changes on FFELP Borrowing in Pennsylvania, July to December 1992 to 1993.	27p.	L1	ED 369 368
Evening the Odds: Taking Action for Kentucky's African American Children and Their Families.	77p.	L1	ED 369 848
Five Years of DCS 101: An Empirical Analysis.	15p.	L1	ED 369 362
Funding Methods for Public Higher Education in the SREB States.	109p.	L1	ED 369 367
Garde a l'enfance: Etude sur la remuneration et les conditions de travail dans le domaine de la garde a l'enfance au Canada. Rapport final (Caring for a Living: A Study on Wages and Working Conditions in Canadian Child Care. Final Report).	208p.	L2	ED 369 498
Measuring Changes in Salaries and Wages in Public Schools. Annual Edition .	41p.	L3	ED 369 161
NAEP 1992--Reading State Report for Colorado: The Trial State Assessment at Grade 4.	205p.	L1	ED 369 068
Statistical Abstract of Higher Education in North Carolina, 1993-94.	279p.	L1	ED 369 376
Statistical Annex: National Report on Schooling in Australia, 1991.	94p.	L1	ED 369 667
Status of Teacher Personnel in Utah 1992-1993.	201p.	L1	ED 369 759
A Study of Attitudes & Behavior Regarding Children's Education. The Third PTA National Education Survey.	185p.	L1	ED 369 537
Summary of the Bilingual Education State Educational Agency Program Survey of States' Limited English Proficient Persons and Available Educational Services, 1991-1992.	75p.	L1	ED 369 292

Realizing Our Nation's Diversity as an Opportunity. Alternatives to Sorting America's Children. Final Report.
37p. L1 ED 369 845

School-To-Work: Opportunity or Barrier? ASPIRA Issue Brief.
9p. L2 ED 369 852

Statistical Abstract of Higher Education in North Carolina, 1993-94.
279p. L1 ED 369 376

Ways and Means: How Minnesota Families Pay for College.
188p. L1 ED 369 327

Writing for Publication: Are Junior Faculty Prepared?
8p. L1 ED 369 374

(141) Reports - Descriptive

Academic Alliances, You Can Do It Too.
7p. L1 ED 369 588

The ACCK Preservice Early Intervention Project. Final Report.
156p. L1 ED 369 199

An Action Blueprint for Business: Forging New Partnerships To Make a Difference in Maternal and Child Health. Highlights of the Corporate Summit for Children (Washington, D.C., April 29-30, 1992).
69p. L2 ED 369 559

Adapting Pfeiffer and Jones' Experiential Learning Model for Classroom Use.
12p. L2 ED 369 115

ADHD Training Modules for Rural Health Care Providers, Educators and Parents.
10p. L1 ED 369 632

Adolescent Clients of Washington State's Division of Alcohol and Substance Abuse Services: A Descriptive Study.
139p. L1 ED 369 025

AIDS Administration Public and Professional Education and Training Programs. 1992 Annual Report to the Governor and General Assembly of Maryland.
49p. L1 ED 369 739

All Children Can Learn: Chile's 900 Schools Programme for the Underprivileged. Education for All: Making It Work.
34p. L1 ED 369 535

Alternative Conceptualizations.
85p. L1 ED 369 662

Anthology of Inmate Art. Special Demonstration Project.
56p. L1 ED 368 873

An Approach to the Evaluation of ELT Preparation Programs.
21p. L1 ED 369 276

Art & Design Software Development Using IBM Handy (A Personal Experience).

	88p.	L1	ED 369 370
Beyond the Dead-End Alley of Mass Education.	109p.	L3	ED 369 873
Bigotry, Prejudice, and Hatred: Definitions, Causes, and Solutions. Contemporary Issues Series.	243p.	L3	ED 369 874
California's Changing Faces: New Immigrant Survival Strategies and State Policy. A Policy Research Program Report.	195p.	L1	ED 369 871
Changing Perspectives: Youth as Resources.	87p.	L1	ED 369 842
Changing Systems for Children and Families.	60p.	L2	ED 369 509
Chapter 1 Developer/Demonstration Program Learning To Read through the Arts 1992-93. OREA Report.	66p.	L1	ED 369 058
Chapter 1: Creating Opportunities for Success through Replacement Services. Chapter 1 Replacement Class Collaborative Teaming and Intensive Teaching Time. A Model for Student Success in Newark City Schools.	28p.	L1	ED 369 863
Chicago School Reform: The Nature and Origin of Basic Assumptions. Research and Policy Analysis Series No. 7.	73p.	L1	ED 369 870
Coast Guard. Cost for the Naval Academy Preparatory School and Profile of Military Enrollment. Report to the Congressional Committees.	18p.	L1	ED 368 959
Conference Program Analysis. Technology Education Division.	6p.	L1	ED 368 934
Costings of Different Programme Options for Junior Primary Upgrading and Community-Based Educare Provision.	48p.	L1	ED 369 494
Counseling Service Intakes and Brief Treatment: From Assessment to Outcome.	9p.	L1	ED 369 009
Creativity Training--A Practical Teaching Strategy.	7p.	L1	ED 369 621
Critical Education Trends: A Poll of America's Urban Schools.	17p.	L2	ED 369 875
Curriculum Diversity Competitive Grants Project: An Evaluation.	30p.	L1	ED 369 865
Deaf Education Using Interactive Television.	19p.	L1	ED 369 598
Division of High Schools: Public Law 100.297 (Formerly 89-313): Instructional Support Program, 1992-93. OREA Evaluation Report.	26p.	L1	ED 369 211

Teachers.	35p.	L1	ED 369 556
Perceptions of First-Year Elementary Principals in Three Southeastern States Regarding Principal Induction Programs.	31p.	L1	ED 369 187
Permeability of Students' World Views to Their School Views.	18p.	L1	ED 369 645
Piecing Together an Integrated Approach to Drug-Free Schools. 1992-93 Final Report.	90p.	L1	ED 369 183
Planning for International Business Programs: The Resources, Concepts, Strategies, and Practices.	17p.	L1	ED 368 909
Portfolio Assessment in Teacher Evaluation: A Comparison of the Perspectives of General and Special Education Administrators and Teachers.	14p.	L1	ED 369 604
Post Concussive and Post Traumatic Stress Disorders: Two Mutually Exclusive Syndromes.	8p.	L1	ED 369 015
The Postsecondary Enrollment Options Program: A Research Report.	84p.	L1	ED 369 312
Private Sector Rehabilitation: Insurance, Trends & Issues for the 21st Century. A Report on the Mary E. Switzer Memorial Seminar (17th, Washington, D.C., June 2-4, 1993).	82p.	L1	ED 368 860
Problems in Encoding and Retrieval Encountered by Non-traditional Students.	17p.	L1	ED 368 956
Professional Development for Technology Education: Results of a National Study.	40p.	L1	ED 368 937
Profile of Georgia Schools in the Middle: A Research Report.	28p.	L1	ED 369 493
Program Evaluation Models for Science Education: A Synthesis of Literature Sources.	16p.	L1	ED 369 653
The Project GAIN Report: Connecting Rural Public Libraries to the Internet.	103p.	L2	ED 369 409
Quality Child Care for Hispanic Families: Support and Training for Spanish-Speaking Family Day Care Providers. A Survey of Community-Based Organizations.	11p.	L2	ED 369 513
Readers, Texts, and Contexts in a Sixth-Grade Community of Readers.	60p.	L1	ED 369 071
The Realities of Curriculum Management.			

Introduction to Modern Women in Sports: Beyond Winning.	10p.	L1	ED 369 736
Issues in Early Childhood Development (ECD).	5p.	L1	ED 369 511
Kantian Model of Moral Development.	17p.	L1	ED 369 813
Kindergartners' Self-Concepts and Perceptions of Peer Interactions.	18p.	L1	ED 369 520
The Legal Framework for Parental Involvement in Indian Education.	12p.	L2	ED 369 641
Long-Term Care Administration at San Francisco State University.	19p.	L1	ED 369 005
A Love/Hate Relationship: Dissertation Topic to Doctoral Committee.	11p.	L1	ED 369 319
Ma, Pa, School Folks and Kids: Working a Patchwork to a Complete "Heart."	11p.	L1	ED 369 623
Magnet Magic: A Consideration of Choice and Change.	25p.	L1	ED 369 152
Makin' a Life: Parenting in Families of Color.	12p.	L1	ED 368 870
Making Routine Letters Have Positive Effects.	12p.	L1	ED 369 081
Managing Classroom Discourse: An Examination of Teacher/Student Interaction.	26p.	L1	ED 369 116
Maternal Separation Anxiety as a Determinant of Role Satisfaction.	23p.	L1	ED 369 014
Minority Recruitment in Teacher Education.	44p.	L1	ED 369 857
Moral Development: Making the Connection between Choices, Responsibility and Self-Esteem.	14p.	L2	ED 369 555
Moving Teaching and Learning into the Twenty-first Century through Community-Based Programming.	18p.	L1	ED 369 439
Multi-University Consortium for Teacher Training: A Model for Pre-Service Training in Rural Areas.	6p.	L1	ED 369 615
The Multicultural E-Mail of High School-College Collaboration.	6p.	L1	ED 369 101
Multiculturalism: Implications for Outdoor and Conservation Educators.			

26p. L1 ED 369 766

Teacher Education Pipeline III: Schools, Colleges, and Departments of Education Enrollments by Race, Ethnicity, and Gender.
103p. L1 ED 369 780

Teacher Shortages and Surpluses in New York State: Perceptions of Rural Teaching Candidates and Administrators.
53p. L1 ED 369 643

Teachers as Trainers.
28p. L1 ED 369 278

The Teaching Learning Enterprise: Miami-Dade Community College's Blueprint for Change.
200p. L3 ED 369 454

Telecommunications in the Workplace.
31p. L1 ED 368 975

Three Years after Graduation: Survey of 1990-91 Graduates and Certificate Holders.
20p. L1 ED 369 469

Time Management.
47p. L1 ED 368 976

Topics for Lehigh County Seniors.
77p. L1 ED 368 886

Use of Technology by Undergraduate Elementary Education Majors.
11p. L1 ED 369 743

Users' Perspectives on U.S. Government Information and Services on the Internet: A Summary from Two Seminars. A Report Prepared for The Information Infrastructure Task Force.
26p. L1 ED 369 399

Variables Affecting Itinerant Model Service Delivery in Rural Settings.
39p. L1 ED 369 609

Verifying Applied Literacy Skills (VALS) in ABE Programs.
90p. L1 ED 368 887

Visual Literacy: A Neglected Component. Final Report.
52p. L1 ED 368 888

Ways and Means: How Minnesota Families Pay for College.
188p. L1 ED 369 327

The Wisdom Is Now (Project WIN) Final Evaluation Report, 1992-93. OREA Report.
53p. L1 ED 369 302

(171) Multilingual/Bilingual Materials

Focus on Child Care Initiatives Fund Project = Point de Mire sur les projets de la Caisse d'aide aux projets en matiere de garde des enfants.
101p. L2 ED 369 505

National Statement on Quality Child Care (Enonce de principe

36/1992.	183p.	L1	ED 369 119
Educare in Europe. Report of the European Child Care Conference (Copenhagen, Denmark, October 1992).	152p.	L1	ED 369 519
For Our Children: Parents & Families in Education. Results of the National Parent Involvement Summit (April 1992).	20p.	L1	ED 369 495
A Forum To Examine Policy and Practice Issues Surrounding the Annual Evaluation of Program Effectiveness (Alexandria, Virginia, August 2-3, 1993). Project FORUM.	44p.	L1	ED 369 246
Gateway to the Pacific Rim: Information Resources for the 21st Century. Association of Research Libraries, Minutes of the Meeting (122nd, Honolulu, Hawaii, May 1993).	211p.	L1	ED 369 406
Gateways, Gatekeepres, and Roles in the Information Omniverse. Proceedings of the Symposium of the Association of Research Libraries and Association of American University Presses (3rd, Washington, D.C., November 13-15, 1993).	177p.	L1	ED 369 407
HIPPY: Home Instruction Program for Preschool Youngsters. Proceedings of the HIPPY International Research Seminar (1st, Jerusalem, Israel, December 16-19, 1991).	48p.	L1	ED 369 481
Improving Higher Education in Developing Countries. EDI Seminar Series.	85p.	L2	ED 369 366
Iowa Governor's Pre-White House Conference on Library and Information Services Proceedings (Des Moines, Iowa, April 30-May 2, 1991).	50p.	L1	ED 369 408
Language Policy, Literacy, and Culture. Roundtable Discussion from the International Conference on Education (43rd, Geneva, Switzerland, September 18, 1992).	66p.	L1	ED 369 293
Leaders of Change! Successful Workforce Development Projects. Envisioning a Competitive America: The Workforce Development Forums (Boston, Massachusetts, April 14-16, 1993; Des Moines, Iowa, May 26-28, 1993; Albuquerque, New Mexico, July 14-16, 1993).	72p.	L1	ED 368 904
Learning Enhancement for Adults with Disabilities. LEAD 2000 Congress Proceedings (Little Rock, Arkansas, January 29-31, 1993).	59p.	L1	ED 368 857
Monograph on Inclusion: Ensuring Appropriate Services to Children and Youth with Emotional/Behavioral Disorders--1. Highlights from the Working Forum on Inclusion (St. Louis, Missouri, October 1, 1993).	44p.	L1	ED 369 243

	9p.	L1	ED 369 541
Doctors' Stories on Teaching and Mentoring. Fastback 369.	36p.	L1	ED 369 734
Early Childhood Development: The Challenge and the Opportunity.	17p.	L1	ED 369 529
Education for Peace in the Classroom--Curriculum Development Strategies and Materials: A Case Study from Ireland. Peace Education Miniprints No. 24.	19p.	L1	ED 369 693
Effective Board Participation.	127p.	L3	ED 369 315
Effective Methods of Recruiting Occupational Students in the North Carolina Community College System.	36p.	L1	ED 369 460
Encouraging Symbolic Play in Young Children: A Guide for Developing Creative and Imaginative Experiences.	63p.	L1	ED 369 551
English as a Second Language (ESL) in Alberta Schools. Parent Handbook.	43p.	L1	ED 369 273
English as a Second Language: Implementing Effective Adult Education Programs.	50p.	L1	ED 369 303
Ensuring Income Security. Next Steps for Children and Families. Implementation Guide Series.	63p.	L1	ED 369 475
Evaluating Institutional Policies on the Evaluation of Student Achievement: General Guidelines.	23p.	L1	ED 369 435
Evaluating Programs of Studies: General Guidelines.	20p.	L1	ED 369 436
Experience America: A Guide to Enhancing the Process of Living and Learning in the United States for Jefferson Fellows and Associates with the U.S. Agency for International Development.	31p.	L1	ED 369 369
The Family Involvement Triangle: A School-Home Collaborative Model. Project APIP.	35p.	L1	ED 369 212
Finding or Creating the Fun in Your Community or School: Places and Ways To Integrate Recreation Programs. Project REC.	54p.	L1	ED 369 203
Five Hundred Questions Kids Ask about Sex and Some of the Answers: Sex Education for Parents, Teachers and Young People Themselves.	212p.	L3	ED 369 552
From Library Skills to Information Literacy: A Handbook for the 21st Century.	167p.	L3	ED 369 415

Teacher Education Pipeline III: Schools, Colleges, and Departments of Education Enrollments by Race, Ethnicity, and Gender.
103p. L1 ED 369 780

West Virginia Kids Count Data Book: 1993 County Profiles of Child Well-Being.
185p. L1 ED 369 524

(120) Opinion Papers

The Acculturation Model: The Theory and Its Implications for Classroom Language Acquisition.
27p. L2 ED 369 272

An Action Blueprint for Business: Forging New Partnerships To Make a Difference in Maternal and Child Health. Highlights of the Corporate Summit for Children (Washington, D.C., April 29-30, 1992).
69p. L2 ED 369 559

Adult Community Education. National Policy.
27p. L1 ED 368 861

Assessing Learners in Higher Education. Teaching and Learning in Higher Education Series.
165p. L3 ED 369 379

Assistance with Integrity: The Search for Accountability and the Lives of People with Developmental Disabilities.
54p. L1 ED 369 219

The Bachelor's for Tenure: Analysis and Options. Fourth Draft.
26p. L1 ED 369 422

Beyond the Formula: Students Becoming Writers.
14p. L1 ED 369 082

Bilingual Preschool Programs: Future Directions.
23p. L1 ED 369 500

Can "All" Ever Really Mean "All" in Defining and Assessing Student Outcomes? Synthesis Report 5.
18p. L1 ED 369 226

Challenging, Caring, and Connecting: Teaching and Reaching the College Student in the 1990s.
21p. L1 ED 369 324

Changing Classroom Cultures: Anti-Racism, Politics and Schools.
168p. L3 ED 369 180

The Children's Mental Health Integrated Fund: A Preliminary Report.
158p. L1 ED 369 222

The Classroom as a Third-Culture: Contemporary Perspectives Regarding Multicultural Communication Education.
20p. L1 ED 369 112

Communication--The Modern Approach to Education.
14p. L1 ED 369 108

A Community Development Approach to Early Childhood Educare

	14p.	L1	ED 369 697
Back from the Future: Community Demands Reshape a College.	18p.	L1	ED 369 458
Bilingual Information Processing--Autonomous Learning and Cross-Cultural Negotiating--the European Monetary Union Project at Aston University.	10p.	L1	ED 369 263
Boysville of Michigan Family Reunification Project. Final Report, May 17, 1989 - June 30, 1991.	17p.	L1	ED 369 489
Breaking the Blame Cycle: A Small Partnership between Preservice Writing Teachers and Elementary Classrooms.	15p.	L1	ED 369 098
Building a System To Connect School and Employment.	82p.	L2	ED 368 938
Building Bridges: Articulating Writing Programs between Two-and Four-Year Colleges.	11p.	L1	ED 369 348
Business-Education Partnerships: Developing a Collaborative Relationship with Business and Community.	31p.	L1	ED 369 169
By Women/For Women: A Beginning Dialogue on Women and Literacy in the United States.	17p.	L1	ED 368 863
The Cafeteria Workers' Skills Enhancement Training Program. Performance Report.	22p.	L1	ED 368 957
Career Ladder Approach to Training for Community Facilities Personnel and Paraeducators in the State of North Dakota.	11p.	L1	ED 369 591
Caring Schools, Caring Communities: An Urban Blueprint for Comprehensive School Health and Safety.	35p.	L2	ED 369 876
Center for Civic and Economic Education (Warsaw).	10p.	L1	ED 369 685
The Center for Research in Educational Policy: Development and Status.	16p.	L1	ED 369 382
Chapter 1: Creating Opportunities for Success. Strengthening Instruction for At-Risk Students through In-Class Services.	27p.	L1	ED 369 847
Child Care Connections-NS: Three Years of Development and Our Commitment to Children, Parents, Colleagues, and Community.	35p.	L1	ED 369 528
Child Care for Young Children with Disabilities.	9p.	L1	ED 369 593
Child Care Project. Annual Report.			

Dropout Study 1992-93. An Approved Report of the Department of Evaluation, Testing, and Research.
55p. L1 ED 369 023

E.C.I.A. Chapter 1 Children's Art Carnival Creative Reading Program 1992-93. OREA Report.
59p. L1 ED 369 059

Early Childhood Education Program Evaluation 1992-1993.
58p. L1 ED 369 546

Edith Bowen Laboratory School Evaluation Committee Report Submitted to the 1994 Utah State Legislature.
42p. L1 ED 369 762

Education for Peace in the Classroom--Curriculum Development Strategies and Materials: A Case Study from Ireland. Peace Education Miniprints No. 24.
19p. L1 ED 369 693

Education in Indiana: An Overview. Special Report.
129p. L1 ED 369 137

The Education of Girls: Policy, Research and the Question of Gender. Australian Education Review No. 35.
131p. L3 ED 369 719

Educational Plant Survey, The Florida State University, March 15-19, 1993.
161p. L1 ED 369 317

Evaluating An Educational Leadership Doctoral Program: Results of a Focus Group Simulation for Educational Leadership Doctoral Students.
22p. L1 ED 369 363

Evaluation of Utah Career Ladder Programs.
160p. L1 ED 369 761

Even Start Family Literacy Program Evaluation, Oklahoma City Public Schools, 1992-93.
53p. L2 ED 369 512

Family Literacy. Information Forum Publication #5.
12p. L1 ED 369 394

Federal Policy Options for Improving the Education of Low-Income Students. Volume I, Findings and Recommendations.
86p. L1 ED 369 843

Federal Policy Options for Improving the Education of Low-Income Students. Volume II, Commentaries.
319p. L1 ED 369 844

Federal Policy Options for Improving the Education of Low-Income Students. Volume III. Countering Inequity in School Finance.
58p. L1 ED 369 868

GAIN: Basic Education in a Welfare-to-Work Program. California's Greater Avenues for Independence Program.
257p. L1 ED 368 915

Gateway to the Pacific Rim: Information Resources for the 21st

	7p.	L1	ED 368 898
Reassessing Curriculum and Transfer Rates: A Delicate Balance for the Mission of Community Colleges.	32p.	L1	ED 369 424
Relationships among Economic Diversity and Context of Student Teaching Placements and Educational Attitudes and Performance of Pre-Service Teachers.	19p.	L1	ED 369 754
Resilient Students' Beliefs about Their Schooling Environment: A Possible Role in Developing Goals and Motivation.	21p.	L1	ED 369 817
Restructuring Schools: Exploring School-Based Management and Empowerment Issues. A National Perspective.	11p.	L1	ED 369 157
Return Address Study Report.	11p.	L1	ED 369 468
The Role of Work Identity in Women's Adjustment to Divorce.	15p.	L1	ED 369 016
The School Administrator Supply and Demand Report.	56p.	L1	ED 369 164
School Responses to State-Level Restructuring Legislation.	58p.	L1	ED 369 176
Scientific Visualization: A Synthesis of Historical Data.	17p.	L1	ED 369 651
Secondary School Students Classified as Seriously Emotionally Disturbed: How Are They Being Served?	46p.	L1	ED 369 232
Self-Efficacy and Performance Ratings of Preservice Teachers in the Area of Emotional and Behavioral Disorders.	22p.	L1	ED 369 746
Service Delivery Models and Students with Emotional Disabilities and Behavior Disorders: A Rural Perspective.	14p.	L1	ED 369 608
The Sexualized Context of American Public High Schools.	21p.	L1	ED 369 153
Smart Schools for San Antonio's Future: A Report on Public Education.	30p.	L1	ED 369 134
The Socialization Process of Student Teachers: A Descriptive Study.	44p.	L1	ED 369 745
Sociocognitive Conflict in Peer-Led and Teacher-Led Discussions of Literature. Reading Research Report No. 12.	50p.	L1	ED 369 069
Sources of Redundancy in Printed English.	9p.	L1	ED 369 044

	39p.	L1	ED 369 584
Multivariate and Descriptive Discriminant Analysis of Multidisciplinary Approaches to Integrating Mathematics, Science, and Technology Education in the High School.	22p.	L1	ED 368 936
"Murrayesque" Expressivism: A Deweyan Reconsideration of Contemporary Composition's Dangerous Dichotomies.	13p.	L1	ED 369 076
Mythical Structures in Community Vision.	19p.	L1	ED 369 122
New Boundaries for School-Based Management: The High Involvement Model.	35p.	L1	ED 369 186
The New Challenge: A Relevant Program for the Disadvantaged Gifted.	6p.	L1	ED 369 610
New Cultural Dimensions and New Educational Approaches: Problems and Perspectives.	11p.	L1	ED 369 698
Nurturance of Infant and Toddler Language: Verbal Interactions in the Home Setting.	18p.	L1	ED 369 561
Observations of Instructional Time in Kindergarten Classrooms: Suggestions for Improvement.	13p.	L1	ED 369 522
Organizational, Instructional and Curricular Strategies To Support the Implementation of Unified, Coordinated, and Inclusive Schools.	86p.	L1	ED 369 252
Orientations of State Administrators toward Cultural Diversity in Public Agencies: An Empirical Study.	31p.	L1	ED 369 349
Overcoming Barriers in the Use of Adaptive and Assistive Technology in Special Education.	9p.	L1	ED 369 633
An Overview of a Field Study of Urban School Districts in the Far West.	26p.	L1	ED 369 858
An Overview of the Issues Surrounding Faculty Burnout.	20p.	L1	ED 369 373
The P-12 Experience of Students: In What Ways Can It Be a Quality Experience?	25p.	L1	ED 369 158
Part-Time Faculty: Here Today, Not Gone Tomorrow, or Professional Development of Part-Time Faculty and the Changing Role of Division Chairpersons.	10p.	L1	ED 369 428
Partners for Transition: Preparing Students for the Future.			

national sur la qualite dans les services de garde).
65p. L2 ED 369 504

National Workplace Literacy Program. Garment-Related Bilingual (English and Chinese) Broadcast Lessons. Book 1 and 2.
110p. L1 ED 369 305

National Association for Development Education Annual Conference Proceedings (16th, San Antonio, Texas, February 26-March 1, 1992).
43p. L1 ED 369 322

National Association for Developmental Education Annual Conference Proceedings (17th, Washington, D.C., March 17-21, 1993).
42p. L1 ED 369 323

Planning for Life: Career Planning Excellence in America, A National Policy Forum (Washington, D.C., August 4, 1993). Recognition Program: Summer 1994.
10p. L1 ED 368 859

The Pre-Engineering Curriculum Proceedings of the Annual CSU Conference on Innovation in Engineering Education. (1st, San Jose, California, April 26, 1991).
62p. L1 ED 369 378

Private Sector Rehabilitation: Insurance, Trends & Issues for the 21st Century. A Report on the Mary E. Switzer Memorial Seminar (17th, Washington, D.C., June 2-4, 1993).
82p. L1 ED 368 860

Proceedings of the Clemson Conference on Language and International Trade (Clemson, South Carolina, March 9-11, 1989).
128p. L1 ED 369 256

A Roundtable on Mass Deacidification. Report on a Meeting (Andover, Massachusetts, September 12-13, 1991).
139p. L1 ED 369 401

Rural Partnerships: Working Together. Proceedings of the Annual National Conference of the American Council on Rural Special Education (ACRES) (14th, Austin, Texas, March 23-26, 1994).
477p. L1 ED 369 587

The Senior Year Experience. Conference Program and Proceedings (4th, Orlando, Florida, March 13-15, 1994).
66p. L1 ED 369 314

Tomorrow's Needs; Today's Challenges. Annual Aviation Education Forum (1st, Washington, D.C., June 18, 1993). Edited Proceedings.
32p. L1 ED 368 868

Working and Learning Together. European Initiatives with Older People. A Report of the Annual Conference of the Association for Educational Gerontology Held in 1993, the European Year of Older People and Solidarity between Generations (Glasgow, Scotland,United Kingdom, July 1-4, 1993).
50p. L1 ED 368 966

(022) Collected Works - Serials

About Women on Campus. Volume 1, Numbers 1-4. Volume 2, Numbers 1-4.
134p. L1 ED 369 352

Alternative Conceptualizations.
85p. L1 ED 369 662

The Case for National Student Leadership on Community College Issues.

Gay Teens at Risk. Fastback 357.	37p.	L1	ED 368 996
Guiding Children's Social Development. Second Edition.	547p.	L3	ED 369 567
Handbook of Adult Literacy Issues for Community Members.	30p.	L1	ED 368 893
Head Start Parent Involvement: Vision, Opportunities and Strategies.	21p.	L1	ED 369 543
Health Occupations Extended Campus Program.	49p.	L1	ED 369 648
Higher Education Faculty Institute Multidisciplinary Inservice Model Demonstration Project. Final Report.	984p.	L1	ED 369 224
Hiring, Paying & Evaluating School Administrators: A Cooperative Workbook for School Boards and Administrators.	59p.	L1	ED 369 163
History Textbooks: A Standard and Guide. 1994-95 Edition.	64p.	L1	ED 369 709
Human Resources Development in the Management of English Language Programs: An Introduction for Teachers.	17p.	L1	ED 369 277
Implementation of the Louisiana ADD Law.	41p.	L1	ED 369 197
Improving Health (Majority Recommendations.) Next Steps for Children and Families. Implementation Guide Series.	85p.	L1	ED 369 476
Inclusive Early Childhood Education: A Model Classroom.	189p.	L3	ED 369 214
Integrating the Curricula: A Collection.	216p.	L2	ED 369 572
Kansas Quality Performance Accreditation (QPA): A Resource Guide for Addressing Outcome 8.	15p.	L1	ED 369 001
Keeping Spirits High: Renewing Our Commitment to Education.	35p.	L1	ED 369 151
The Kurdish Child in America: A Handbook for Educators.	37p.	L2	ED 369 268
Leadership Retreats for Middle Level and Senior High School Students.	81p.	L2	ED 369 032
Marketing & Libraries Do Mix: A Handbook for Libraries and Information Centers.	201p.	L1	ED 369 395
Mass Deacidification Systems: Planning and Managerial Decision			

Intervention in Disadvantaged Communities.	15p.	L1	ED 369 496
Composition and Rhetoric: A Natural Alliance.	10p.	L1	ED 369 080
Contemporary Campus Issues.	10p.	L1	ED 369 425
The Contradictory College: The Conflicting Origins, Impacts, and Futures of the Community College.	365p.	L3	ED 369 461
Curricular Changes, Communication Skills, and Cultural Diversity: The Next Generation.	22p.	L1	ED 369 125
Democracy and Education, Students and Schools.	32p.	L1	ED 369 173
Differential Aptitude Test: A Data Source for Reinforcement of Educational/Occupational Choices for Special Population Enrollees.	18p.	L1	ED 368 901
Differential Predictions in Nonverbal and Verbal Communications for African American Students.	13p.	L1	ED 369 110
The Digital Preservation Consortium: Mission and Goals.	9p.	L2	ED 369 413
"Droit d'Auteur," "Copyright" and Neighboring Rights at the Crossroads.	19p.	L1	ED 369 384
Early Childhood Development Programs in Latin America: Toward Definition of an Investment Strategy. A View from LATHR, No. 32.	64p.	L2	ED 369 501
Educating the Entire Person.	105p.	L1	ED 369 523
Electronic Photography and Its Impact on Instructional Media and Photo Education.	8p.	L1	ED 369 411
Embedding Participation in Educational Finance Strategy: New Representations.	12p.	L1	ED 369 130
Ensuring Student Success through Collaboration. Bulletin No. 94076.	72p.	L1	ED 369 155
The Evaluation of Creative Behaviors.	39p.	L1	ED 369 539
Faculty Ethics: Expanding the AAUP Ethics Statement.	6p.	L1	ED 369 442
Financing Nontraditional Students: A Seminar Report.	96p.	L1	ED 369 423

	41p.	L1	ED 369 487
Collaboration in Assessment: Empowering the Individual Course Member.	14p.	L1	ED 369 275
Collaborative Consultation in a Rural School.	11p.	L1	ED 369 635
Collaborative Learning Strategies for the 90s in the Development of Institutional Effectiveness.	10p.	L1	ED 369 456
The Commission d'evaluation de l'enseignement collegial: Its Mission and Directions (La Commission d'evaluation de l'enseignement collegial: Sa mission et ses orientations).	23p.	L1	ED 369 434
The Community Leisure Facilitator. Project REC.	36p.	L1	ED 369 204
Community of the Twenty-First Century.	23p.	L2	ED 369 482
A Community of Writers: Peer Tutor Training for Writing Center Techniques Which Foster Dialogue in the Writing Process.	6p.	L1	ED 369 088
A Comparison of Traditional and Distance Education Models.	9p.	L1	ED 369 599
A Comprehensive Tech Prep Curriculum Model.	34p.	L2	ED 369 448
The Contribution of Education to Cultural Development.	26p.	L1	ED 369 699
The Contribution of Education to Culture Development in Asia and the Pacific.	9p.	L1	ED 369 705
A Cooperative Family Literacy Project. Special Demonstration Project.	15p.	L1	ED 368 875
Demonstrated Competency and Subject-Specific Endorsement Guidelines.	54p.	L1	ED 369 758
Developing Medical and Educational Partnerships in School Settings To Meet Health-Related and Educational Needs of Students Who Are Medically Fragile: How Can Rural Schools Catch That Elusive Rainbow?	9p.	L1	ED 369 613
The Development of a Psychological Aesthetic: Jay Hambidge & Charles Henry.	17p.	L1	ED 369 691
The Development of the Danish Folkeskole towards a School for All. Integration of Handicapped Pupils in the Mainstream School System.	15p.	L1	ED 369 245

Century. Association of Research Libraries, Minutes of the Meeting (122nd, Honolulu, Hawaii, May 1993).	211p.	L1	ED 369 406
Gender at the Base of World History.	14p.	L1	ED 369 678
Hands-On Instruction in an Electronic Classroom. A Final Report to the U.S. Dept. of Education of a Research and Development Grant Awarded To Establish a Fully-Equipped Electronic Training Room and Test the Effectiveness of Hands-On Instruction in Learning the NOTIS OPAC and Silver-Platter ERIC.	109p.	L1	ED 369 391
Human Resources Development in the Management of English Language Programs: An Introduction for Teachers.	17p.	L1	ED 369 277
Implementation of the Louisiana ADD Law.	41p.	L1	ED 369 197
The Influence of Minimum Competency Tests on Teaching and Learning.	33p.	L1	ED 369 820
An Integrated Children's Mental Health System: Coordinating the Needs of Children with Multiple Problems: Children's Integrated Fund Task Force Report to the Minnesota Legislature..	122p.	L1	ED 369 223
Integrating Technology in the Classroom: Process Evaluation, Strategies and Issues.	22p.	L1	ED 369 392
Intellectual Preservation: Electronic Preservation of the Third Kind.	10p.	L2	ED 369 414
International Students and American Academic Libraries: An Empowering Relation.	26p.	L1	ED 369 403
It's a Hard, Hard, Hard, Hard World!	19p.	L1	ED 368 997
Keeping High-Risk Chicano Students in School: Lessons from a Los Angeles Middle School Dropout Prevention Program.	56p.	L1	ED 369 582
Kentucky's Primary Program: A Progress Report.	56p.	L1	ED 369 517
Literacy on the Cafeteria Line: Evaluation of the Skills Enhancement Training Program.	83p.	L1	ED 368 933
Making Government Work: Electronic Delivery of Federal Services.	188p.	L1	ED 369 405
Mass Deacidification Systems: Planning and Managerial Decision Making.	33p.	L1	ED 369 400
Mercer County Community College Workplace Skills Project. Final			

Special Education Program Standards Study. Commonwealth of Virginia. Final Technical Report.	261p.	L1	ED 369 207
Speech Acts Used in Business Meetings (And Elsewhere).	18p.	L1	ED 369 271
Staffing Systems of Care for Children and Families: A Report of the Southern Human Resource Development Consortium for Mental Health on Workforce Issues Related to Community-Based Service Delivery for Children and Adolescents with Serious Emotional Disturbance/Mental Illness and Their Families.	171p.	L1	ED 369 210
State Education Governance Structures.	124p.	L1	ED 369 167
The State of Human Capital in the U.S. South: 1980-90.	44p.	L1	ED 369 642
Structural Limits on Verb Mapping.	18p.	L1	ED 369 497
Student Intentions: 'Why They Say They Come and Why They Say They Go...Preliminary Report.	11p.	L1	ED 369 455
A Study of Attitudes & Behavior Regarding Children's Education. The Third PTA National Education Survey.	185p.	L1	ED 369 537
A Study of Faculty Awareness of Students with Disabilities.	27p.	L1	ED 369 208
A Study of Sex Differences among Art Students on Spatial Abilities.	15p.	L1	ED 369 681
A Study of Teacher and Student Bonding.	62p.	L2	ED 369 747
A Study To Determine the Attitudes of Advisors Regarding the Future Direction of the Michigan Association of FHA/HERO. Final Report.	51p.	L1	ED 368 939
Summary of the Bilingual Education State Educational Agency Program Survey of States' Limited English Proficient Persons and Available Educational Services, 1991-1992.	75p.	L1	ED 369 292
Summer Science Camps Program (SSC).	30p.	L1	ED 369 658
Survey Assessment of Paideia Teachers Perceptions Concerning Professional Staff Development.	19p.	L1	ED 369 742
Survey on the Transferability of Associate's Degree to Four-Year Institutions.	11p.	L1	ED 369 449
Survey Report, 1992-93 Non-Returning Students.	11p.	L1	ED 369 473

9p. L1 ED 369 611

A Partnership in Training: A Distance Learning Approach to In-Service Training in Rural Communities.
9p. L1 ED 369 590

PC, No--An Examination of the Conservative Opposition to Political Correctness.
14p. L1 ED 369 113

The Pedagogy of Hypertext.
14p. L1 ED 369 126

Perceptions of First-Year Elementary Principals in Three Southeastern States Regarding Principal Induction Programs.
31p. L1 ED 369 187

Performance-Based Identification of Culturally Diverse Gifted Students: A Pilot Study.
12p. L1 ED 369 249

Permeability of Students' World Views to Their School Views.
18p. L1 ED 369 645

Perspectives on Your Chances for Journal Publication.
8p. L1 ED 369 077

The Pervasiveness of the "Psychology of Marginalization": Barriers to Institutional and Personal Development in a Multicultural Education Environment.
9p. L1 ED 369 371

Planning for International Business Programs: The Resources, Concepts, Strategies, and Practices.
17p. L1 ED 368 909

Portfolio Assessment in Teacher Evaluation: A Comparison of the Perspectives of General and Special Education Administrators and Teachers.
14p. L1 ED 369 604

Post Concussive and Post Traumatic Stress Disorders: Two Mutually Exclusive Syndromes.
8p. L1 ED 369 015

Potpourri of Resources To Tap Gifted Education in Rural Areas.
7p. L1 ED 369 601

Power, Patriarchy, and Punishment in Shakespeare's "Othello."
11p. L1 ED 369 095

Preparing Special Educators for Work in Rural Areas: Two Field-Based Programs That Work.
8p. L1 ED 369 612

Preventing Adolescent Drug Involvement, School Dropout and Emotional Distress.
30p. L1 ED 368 992

Professional Development in Education: In Search of the Optimal Mix.
36p. L1 ED 369 181

Program Evaluation Models for Science Education: A Synthesis of

	4p.	L1	ED 369 459
Climbing Out from Between a Rock and a Hard Place: Responding to the Challenges of the At-Risk Student.	4p.	L1	ED 369 445
Development Communication Report, 1993.	69p.	L1	ED 369 412
Environment. Development. How Can Societies Develop To Meet Basic Needs and Nurture Economies without Undermining the Natural Resources and Environmental Integrity on Which They Depend? Teaching Global Issues.	10p.	L1	ED 369 675
EPIEgram: The Newsletter of Systemic Change, 1992-1993.	146p.	L1	ED 369 393
European Seminar: "New Training Models and Strategies for SMEs in Europe" (Valencia, Spain, October 4-5, 1993).	17p.	L1	ED 368 912
Focus on Child Care Initiatives Fund Project = Point de Mire sur les projets de la Caisse d'aide aux projets en matiere de garde des enfants.	101p.	L2	ED 369 505
Food & Environment. Teaching Global Issues.	10p.	L1	ED 369 673
Gender Equity. IDRA Forum.	21p.	L1	ED 369 639
The Global Classroom. Special Report: Online for Learning.	14p.	L1	ED 369 385
Hate Crime: The Rise of Hate Crime on School Campuses.	7p.	L1	ED 368 994
Hiring the Right Next Generation of Faculty.	4p.	L1	ED 369 444
Images of the Foundations.	109p.	L1	ED 369 661
Integrating Technology in Secondary Schools.	5p.	L2	ED 369 150
The Language and Literacy Spectrum, 1994. A Journal of the New York State Reading Association.	57p.	L1	ED 369 035
Learning To Live in Harmony and Diversity: Focus on Human Rights Education.	62p.	L1	ED 368 964
Literacy Works, Volume 4, 1992-93.	127p.	L1	ED 369 306
Militarism Versus Development. Teaching Global Issues.	10p.	L1	ED 369 674
Notes on Linguistics, 1993.	267p.	L1	ED 369 295

Making.	33p.	L1	ED 369 400
Mindful of Others: Teaching Children To Teach.	237p.	L3	ED 369 097
The Multiage Classroom: A Collection.	227p.	L2	ED 369 574
Multicultural Sensitivity: A Principal's Reference Guide.	59p.	L1	ED 369 171
The New Circles of Learning: Cooperation in the Classroom and School.	118p.	L2	ED 369 146
New Directions in Career Planning and the Workplace. Practical Strategies for Counselors.	198p.	L3	ED 368 854
A Notebook for Teachers: Making Changes in the Elementary Curriculum. Revised Edition.	83p.	L1	ED 369 532
Participatory Citizenship: A Learned Way of Living.	51p.	L1	ED 369 676
Placement of Courses within Disciplines and 1996 Discipline Review and Timeline.	15p.	L1	ED 369 443
A Plan to Implement a Pre-Military Development Program.	315p.	L1	ED 368 894
Planning a TEFL Education Program: Policies, Perspectives and Promise.	27p.	L1	ED 369 281
Planning Accessible Conferences and Meetings: An ERIC/OSEP Information Brief for Conference Planners.	9p.	L1	ED 369 242
Planning for Change: A Source Book for Strategic Planning.	52p.	L1	ED 369 135
Positive Approaches: A Sexuality Guide for Teaching Developmentally Disabled Persons.	112p.	L2	ED 369 215
Power Teaching; A Primary Role of the School Library Media Specialist. School Library Media Programs: Focus on Trends and Issues No. 14.	171p.	L3	ED 369 419
A Practical Guide to Effective Site-Based Management.	208p.	L3	ED 369 140
Prenatal Exposure to Drugs/Alcohol: Characteristics and Educational Implications of Fetal Alcohol Syndrome and Cocaine/Polydrug Effects.	126p.	L3	ED 369 238
Preventing Youth Violence and Aggression and Promoting Safety in Schools.			

Foundations and Contexts of Developmental Education in Higher Education.	70p.	L1	ED 369 438
A Framework for Fundamental Change in the Community College: Creating a Culture of Responsiveness.	34p.	L1	ED 369 432
From Other to Community: Making the Writing Center an All-University Facility.	16p.	L1	ED 369 086
Funding Crisis Forces Action in Michigan. Policy Seminars.	13p.	L1	ED 369 136
Grouping Pupils for Language Arts Instruction.	14p.	L1	ED 369 066
Helping Them Learn To Spell. PEN 94.	7p.	L1	ED 369 065
Higher Education and the Schools: A Call to Action and Strategy for Change.	12p.	L1	ED 369 356
Hiring the Right Next Generation of Faculty.	4p.	L1	ED 369 444
Hyperactive or Activity Hyper: Intervention for the Child with Attention Problems.	7p.	L1	ED 369 196
Ideal Ends: John Dewey's Later Vision for Education.	32p.	L1	ED 369 755
Impacts of Cross-Cultural Mass Media in Iceland, Northern Minnesota, and Francophone Canada in Retrospect.	15p.	L1	ED 369 111
Implementation of Alternative Methods for Making Educational Accountability Decisions for Students with Disabilities. Synthesis Report 12.	32p.	L1	ED 369 230
Implications of Outcomes-Based Education for Children with Disabilities. Synthesis Report 6.	13p.	L1	ED 369 227
Improving Education Productivity through a Focus on Learners.	14p.	L1	ED 369 174
Instructional Strategies for Implementing Ethics Instruction in Health Education Courses.	5p.	L2	ED 369 741
An Integrated Children's Mental Health System: Coordinating the Needs of Children with Multiple Problems: Children's Integrated Fund Task Force Report to the Minnesota Legislature..	122p.	L1	ED 369 223
Intellect and Public Life: Essays on the Social History of Academic Intellectuals in the United States.	179p.	L3	ED 369 318

The Digital Preservation Consortium: Mission and Goals.	9p.	L2	ED 369 413
Directing a Basic Writing Program: Encouraging Diversity among Students and Instructors.	21p.	L1	ED 369 085
Directory of Child-to-Child Activities Worldwide.	69p.	L1	ED 369 549
Don't Kill the Messenger! Conducting Program Evaluation and Facilitating Change through Negotiated Evaluation.	9p.	L1	ED 369 622
The Dream Team! A Multi-Level Curriculum for Developing a Rural Transdisciplinary Team Training Model.	12p.	L1	ED 369 592
Early Childhood and Pre-School Education in Denmark.	18p.	L1	ED 369 525
Early Childhood Health Promotion Project (October 1989 - June 1993). Final Report.	235p.	L1	ED 369 503
Education and Welfare Reform: The Story of a Second Chance School. Fastback 355.	43p.	L1	ED 368 895
Education of Teachers in Field Settings: A Case Study.	11p.	L1	ED 369 753
Effective Partnership between Public Education and Private Industry.	31p.	L1	ED 369 437
The Efficacy of Shared Reading with Teens.	12p.	L1	ED 369 073
Employment Success for Students with Mild Disabilities: Process and Outcomes.	14p.	L1	ED 369 235
Engineering the Classroom To Promote Inclusion.	7p.	L1	ED 369 614
Ensuring Student Success through Collaboration. Bulletin No. 94076.	72p.	L1	ED 369 155
Equity Issues in the Multicultural British Education System: Focus on a Group of Working Class Students That Reject the Limited Educational Opportunities in the Education System.	13p.	L1	ED 369 696
Evening the Odds: Taking Action for Kentucky's African American Children and Their Families.	77p.	L1	ED 369 848
Excel: An Intensive and Structured Program of Advising and Academic Support To Assist Minority Freshmen To Succeed at a Large State University.	37p.	L1	ED 369 375

Evaluation (September 1, 1992-February 28, 1994).	209p.	L1	ED 368 968
Middle Class Squeeze. The Tomas Rivera Center Policy Brief.	4p.	L2	ED 369 846
National Educational Goals: Can They Lead Schools to Real Reform? Noteworthy Series.	51p.	L1	ED 369 139
New Horizons Program Planning/Evaluation Report for 1992-93. Focus on Program Evaluation.	53p.	L1	ED 369 855
Peace Museums as Potential Instruments of Peace Education. Views Expressed by Members of the PEC Network. Peace Education Miniprints No. 51.	16p.	L1	ED 369 716
Personal Portable Computers and the Curriculum. Practitioner MiniPaper 13.	63p.	L2	ED 369 388
Perspectives on Interdisciplinary Education. A Focus Group Study Conducted at the Minnesota Center for Arts Education.	46p.	L1	ED 369 706
Policies of Gender and Equal Opportunities in Curriculum Development: Discussing the Situation in Finland and Britain. Research Bulletin 85.	58p.	L1	ED 369 133
Power Teaching; A Primary Role of the School Library Media Specialist. School Library Media Programs: Focus on Trends and Issues No. 14.	171p.	L3	ED 369 419
"Process vs. Product" in Language Teacher Education - Shifting the Focus of Course Design.	19p.	L1	ED 369 283
Protecting Privacy in Computerized Medical Information.	168p.	L1	ED 369 416
Racism in Schools--New Research Evidence.	66p.	L3	ED 369 872
Re-Negotiating Authority in Composition: Student-Led Discussions and the Interpretation of Text.	16p.	L1	ED 369 093
Review of Sweden's National Evaluation Demonstration Project: Early Childhood Teacher Education.	10p.	L1	ED 369 480
School Based Improvement: Changes in AISD, 1992-93. Publication Number 93.32.	45p.	L1	ED 369 824
Schools at the Crossroads: Which Way to Educational Excellence?	32p.	L1	ED 369 162
Serving Homeless Children: The Responsibilities of Educators.	43p.	L1	ED 369 867

Sustained Silent Reading in University Courses in EFL for Academic Purposes.	27p.	L1	ED 369 264
Systems and Procedures of Certification of Qualifications in the United Kingdom. National Report. 3rd Edition. CEDEFOP Panorama.	55p.	L1	ED 368 869
Teacher Education Follow-up Study, 1994.	26p.	L1	ED 369 766
Teacher Shortages and Surpluses in New York State: Perceptions of Rural Teaching Candidates and Administrators.	53p.	L1	ED 369 643
Teachers Collaboratively Writing about Their Curricular Activism.	19p.	L1	ED 369 100
Teachers Learning from Teachers: Knowledge and Understanding in Collaborative Action Research.	31p.	L1	ED 369 756
Teachers Perceptions of and Strategies with Lexical Anomalies.	28p.	L1	ED 369 259
Tertiary Students' Perceptions of Important Events That Occur in Their Learning Environments.	35p.	L1	ED 369 749
Testing and Assessment in Vocational Education. Background Paper.	127p.	L1	ED 368 908
Texas Teachers, Moonlighting, and Morale, 1980-1994.	29p.	L1	ED 369 744
Think Aloud Statements and Solutions of Dysphoric Persons on a Social Problem-Solving Task.	34p.	L1	ED 369 026
Three Years after Graduation: Survey of 1990-91 Graduates and Certificate Holders.	20p.	L1	ED 369 469
To Retain or Not? There Is No Question.	26p.	L1	ED 369 177
Topics for Lehigh County Seniors.	77p.	L1	ED 368 886
Towards a Methodology for Comparative Quality Assessment in European Higher Education. A Pilot Study on Economics in Germany, the Netherlands and the United Kingdom.	72p.	L2	ED 369 310
Trade Books Used in the Teaching of Reading.	10p.	L1	ED 369 055
The Use of Control in Non-Randomized Designs.	10p.	L1	ED 369 815
Use of Technology by Undergraduate Elementary Education Majors.	11p.	L1	ED 369 743

Literature Sources.	16p.	L1	ED 369 653
Promoting Multi-Site Collaborative Inquiry: Initial Efforts and Challenges.	27p.	L1	ED 369 320
Prototype Matching and Striving for Future Selves: Information Management Strategies in the Transition to College.	35p.	L1	ED 369 328
Quality Assurance in "New" Methods of Learning.	8p.	L1	ED 369 347
Re-Negotiating Authority in Composition: Student-Led Discussions and the Interpretation of Text.	16p.	L1	ED 369 093
Reaching Out to the World: Training Teachers To Integrate Telecommunications into Special Education Classrooms.	8p.	L1	ED 369 595
A Read Aloud Program That Encourages Parent Participation in Schools.	8p.	L1	ED 369 596
Readers, Texts, and Contexts in a Sixth-Grade Community of Readers.	60p.	L1	ED 369 071
Reconstructing Correctional Education on the Basis of New Critical Realities. Implications for Teachers, Administrators, and Policymakers.	38p.	L1	ED 368 931
Regionalized Parent and Staff Development: The Rural California Model (RRCM).	8p.	L1	ED 369 631
Relationships among Economic Diversity and Context of Student Teaching Placements and Educational Attitudes and Performance of Pre-Service Teachers.	19p.	L1	ED 369 754
Remarks by the President to American Council on Education.	12p.	L1	ED 369 346
Research Summary: Year Round Schools May Not Be the Answer.	18p.	L1	ED 369 548
Researching Pedagogy: A Transformative, Feminist Perspective.	16p.	L1	ED 369 724
Resilient Students' Beliefs about Their Schooling Environment: A Possible Role in Developing Goals and Motivation.	21p.	L1	ED 369 817
Rhetoric and Composition: A Necessary Tension.	12p.	L1	ED 369 102
The Role of Cohesion in Communicative Competence as Exemplified in Oral Proficiency Testing.	21p.	L1	ED 369 258

OATYC Journal, 1993-94.
98p. L1 ED 369 450

Partnerships: Doors to the Future for Community Colleges.
4p. L1 ED 369 447

Performance-Based Assessment
37p. L1 ED 369 389

Politics and the Schools.
117p. L1 ED 369 663

Resources in Education (RIE). Volume 29, Number 9.
p. L2 ED 368 851

Restructuring Schools: Exploring School-Based Management and Empowerment Issues. A National Perspective.
11p. L1 ED 369 157

Sociopolitical Analyses.
108p. L1 ED 369 665

Student Motivation.
5p. L1 ED 369 142

Studies in Empowerment.
112p. L1 ED 369 664

Sustaining Innovation in Teaching and Learning.
4p. L1 ED 369 446

(030) Creative Works

Anthology of Inmate Art. Special Demonstration Project.
56p. L1 ED 368 873

Exploring the Past. "A Senior Literacy Model." Final Report.
74p. L1 ED 368 876

On the Write Track. A 353 Special Project. Final Report.
107p. L1 ED 368 882

(040) Dissertations/Theses - Undetermined

The Effect of Reading Aloud on a Child's Success in First Grade.
32p. L1 ED 369 046

Improving Knowledge and Competency of Early Childhood Providers Through an In-Service Multicultural Bilingual Program.
51p. L1 ED 369 530

Life Stress and Reading Comprehension Test Scores in the Middle School Student.
42p. L1 ED 369 057

A New Look: Basals of the Nineties.
67p. L1 ED 369 045

The Reading-Writing Connection in the Comic Book Genre: A Case Study of Three Young Writers.
94p. L1 ED 369 070

(041) Dissertations/Theses - Doctoral Dissertations

	27p.	L1	ED 368 989
Prewriting Activities: Focus on the Process of Writing.	9p.	L1	ED 369 257
Procedures for the Evaluation of Teacher Education Programs.	33p.	L1	ED 369 763
Professional Development in Education: In Search of the Optimal Mix.	36p.	L1	ED 369 181
Psychology of Learning for Instruction.	409p.	L3	ED 369 772
The Reform Movement: Where Do Gifted Students Fit?	47p.	L1	ED 369 200
Rockin' Readers Coordinator Handbook.	29p.	L1	ED 369 053
Rockin' Readers Handbook.	29p.	L1	ED 369 052
S.T.A.R. Junior First Aid. An Easy-To-Read Manual for Children and Adults. Revised Edition.	44p.	L3	ED 369 777
Safeguards.	19p.	L1	ED 369 220
Sanitation and Safety for School Food Service: Program Development. Bulletin No. 92408.	135p.	L1	ED 369 156
Saskatchewan Institute of Applied Science and Technology Program Review Policy and Procedures. Revised Edition.	34p.	L1	ED 368 867
School Help: 105 Resources for Chicago School Improvement.	43p.	L1	ED 369 869
School-Age Child Care: An Action Manual for the 90s and Beyond. Second Edition.	314p.	L3	ED 369 514
Science & Engineering Indicators--1993.	673p.	L1	ED 369 652
Scientific Visualization: A Synthesis of Historical Data.	17p.	L1	ED 369 651
Self-Assessment for Campus Information Technology Services. Professional Paper Series, #12.	32p.	L1	ED 369 357
Self-Esteem in the Foreign Language Classroom: Activities That Do More Than Teach.	16p.	L1	ED 369 267
Skills for Tomorrow. Workplace Skills Project. DACUM Charts.	38p.	L1	ED 368 988
Smart Schools for San Antonio's Future: A Report on Public			

Intellectual Preservation: Electronic Preservation of the Third Kind.	10p.	L2	ED 369 414
Issues in Early Childhood Development (ECD).	5p.	L1	ED 369 511
A Joint Enterprise with America's Families To Ensure Student Success.	25p.	L2	ED 369 568
Keeping Spirits High: Renewing Our Commitment to Education.	35p.	L1	ED 369 151
Makin' a Life: Parenting in Families of Color.	12p.	L1	ED 368 870
Making Routine Letters Have Positive Effects.	12p.	L1	ED 369 081
Military Training. Lessons Learned and Their Implications for the Future. Testimony before the Subcommittee on Military Forces and Personnel, Committee on Armed Services, House of Representatives.	17p.	L1	ED 368 897
Model Standards for Beginning Teacher Licensing and Development: A Resource for State Dialogue. Draft for Comments.	44p.	L1	ED 369 767
Moving Teaching and Learning into the Twenty-first Century through Community-Based Programming.	18p.	L1	ED 369 439
Multiculturalism: Implications for Outdoor and Conservation Educators.	39p.	L1	ED 369 584
"Murrayesque" Expressivism: A Deweyan Reconsideration of Contemporary Composition's Dangerous Dichotomies.	13p.	L1	ED 369 076
Mythical Structures in Community Vision.	19p.	L1	ED 369 122
National Statement on Quality Child Care (Enonce de principe national sur la qualite dans les services de garde).	65p.	L2	ED 369 504
Origins of Ethnic Strife.	16p.	L1	ED 368 999
An Overview of the Issues Surrounding Faculty Burnout.	20p.	L1	ED 369 373
Part-Time Faculty: Here Today, Not Gone Tomorrow, or Professional Development of Part-Time Faculty and the Changing Role of Division Chairpersons.	10p.	L1	ED 369 428
PC, No--An Examination of the Conservative Opposition to Political Correctness.	14p.	L1	ED 369 113

An Exit Interview: The Culminating Reflective Experience.	8p.	L1	ED 369 626
Experience America: A Guide to Enhancing the Process of Living and Learning in the United States for Jefferson Fellows and Associates with the U.S. Agency for International Development.	31p.	L1	ED 369 369
Experience the Power: Network Technology for Education.	20p.	L1	ED 369 418
Exploratory Programing in Georgia's Middle Schools.	9p.	L1	ED 369 538
Exploring the Past. "A Senior Literacy Model." Final Report.	74p.	L1	ED 368 876
The Extended Family: An Educational Program for the Seasonal and Migrant Farm Worker.	15p.	L1	ED 369 625
Family Literacy for Parents in Bridge Housing.	30p.	L1	ED 368 877
Family Reunification Project.	17p.	L1	ED 369 490
A Family Systems Approach to the Problem of Truancy.	16p.	L1	ED 369 030
Finding or Creating the Fun in Your Community or School: Places and Ways To Integrate Recreation Programs. Project REC.	54p.	L1	ED 369 203
Four-Way Supervision: Weaving the Voices, Unweaving the Strands.	23p.	L1	ED 369 748
From Play Activity toward Learning Activity: Developmental Perspectives in Early Childhood Education.	17p.	L1	ED 369 477
From the Axial Age to the New Age: Religion as a Dynamic of World History.	15p.	L1	ED 369 717
Full Circle Program's Family Consulting Services.	16p.	L1	ED 369 488
Funding Crisis Forces Action in Michigan. Policy Seminars.	13p.	L1	ED 369 136
A General Survey of Religious Concepts and Art of North, East, South, and West Africa.	11p.	L1	ED 369 692
Grassroots. Annual Report 1993.	79p.	L1	ED 369 507
Growing: Birth to Three. Piecing It All Together.	29p.	L1	ED 369 240
Head Start: A Child Development Program.	20p.	L1	ED 369 563

The South Carolina Program for Library Development 1993-1996 under the Library Services and Construction Act (P.L. 101-254, FY 1994).	65p.	L1	ED 369 397
Special Education Training and Resource Center (SETRC) 1992-93. OREA Report.	92p.	L1	ED 369 198
Special Strategies for Educating Disadvantaged Children. Urban and Suburban/Rural. First Year Report.	343p.	L1	ED 369 854
State Education Department Preschool Handicapped Education Program. Report 93-S-23.	40p.	L1	ED 369 217
State Incentive Grant District 75/Citywide Special Education. Staff Development Program (SIG) 1992-93. OREA Report.	51p.	L1	ED 369 194
State Incentive Grant High School/State Incentive Grant. Staff Development Program (SIG) 1992-93. OREA Report.	53p.	L1	ED 369 193
State University of New York Health Science Center at Brooklyn: Selected Contracting and Expenditure Controls. Report 93-S-50.	30p.	L1	ED 369 361
State University of New York Research Foundation: Controls over Direct Costs. Report 93-S-64.	19p.	L1	ED 369 359
State University of New York Stony Brook University Hospital: Selected Expenditure Controls. Report 92-S-66.	26p.	L1	ED 369 360
State University of New York. Central Administration Costs. Report 92-S-104.	17p.	L1	ED 369 358
SUCCESS Program Planning/Evaluation Report for 1992-93. Focus on Program Evaluation.	64p.	L1	ED 369 860
Tennessee's Education Policy: A Mid-Course Assessment.	17p.	L1	ED 369 731
Texas School Survey of Substance Abuse: Grade 4-6, 1990.	29p.	L1	ED 369 031
Total Quality Management Handbook: Applying the Baldrige Criteria to Schools.	80p.	L1	ED 369 138
Tracking Our Schools, 1992: Strategies for Achieving Educational Goals. Kentucky's Annual Report to the President.	30p.	L1	ED 369 131
Training School and Rehabilitation Counselors To Provide Cooperative Transition Services.	6p.	L1	ED 369 638

Users' Perspectives on U.S. Government Information and Services on the Internet: A Summary from Two Seminars. A Report Prepared for The Information Infrastructure Task Force.	26p.	L1	ED 369 399
Using Faculty Peers To Improve Instruction in Diversified College Classrooms.	20p.	L1	ED 369 733
Using Informal Knowledge in Formal Domains: Intuitions and Notations Sometimes Clash.	44p.	L1	ED 369 822
Verifying Applied Literacy Skills (VALS) in ABE Programs.	90p.	L1	ED 368 887
Visual Literacy: A Neglected Component. Final Report.	52p.	L1	ED 368 888
Voice Identification: Levels-of-Processing and the Relationship between Prior Description Accuracy and Recognition Accuracy.	51p.	L1	ED 369 128
Voices from the Future: Students Speak Out on America's Emerging Leadership Crisis: Results of a Survey of "Century III Leaders," Scholarship Winning High School Seniors, and High School Seniors Nationwide.	132p.	L1	ED 369 170
What Do Unions Do for Women? Research-in-Brief.	4p.	L1	ED 368 941
What Is Inclusion, Anyway? An Analysis of Organizational Position Statements.	22p.	L1	ED 369 234
When Teacher Educators Collaboratively Reflect on Their Practices: A Case Study on Teaching Cases.	25p.	L1	ED 369 768
Wholistic Assessment of Proficient Second Language Readers.	22p.	L1	ED 369 033

(150) Speeches/Meeting Papers

Academic Alliances, You Can Do It Too.	7p.	L1	ED 369 588
The Acquisition of Clicks by Non-Mother-Tongue Speakers.	18p.	L1	ED 369 285
Action Control, Motivation, and Academic Achievement.	17p.	L1	ED 368 991
Adapting Pfeiffer and Jones' Experiential Learning Model for Classroom Use.	12p.	L2	ED 369 115
Addressing the Problems of First-Year Assistant Principals.	42p.	L1	ED 369 179
ADHD Training Modules for Rural Health Care Providers, Educators and Parents.	10p.	L1	ED 369 632

The Role of the Independent Sector in a Modern Democratic Society. An European View.	10p.	L1	ED 369 690
The Role of Work Identity in Women's Adjustment to Divorce.	15p.	L1	ED 369 016
Role Playing in Foreign Language Teaching: An Application in an Elementary Chinese Class.	10p.	L1	ED 369 289
The Roots of Reading: Preserving the Heritage of a Profession through Oral History Projects.	23p.	L1	ED 369 072
Scholarship Reconsidered and Its Impact on the Faculty Member.	11p.	L1	ED 369 372
School Responses to State-Level Restructuring Legislation.	58p.	L1	ED 369 176
School/University Partnerships and the UNI Teaching Associates Cadre Model: Professional Benefits to PreK-12 Educators.	28p.	L1	ED 369 728
Schools Coping with a Changing World.	22p.	L1	ED 369 175
Secondary School Students Classified as Seriously Emotionally Disturbed: How Are They Being Served?	46p.	L1	ED 369 232
Self-Study Centre: Help, Fun, and Interdependence.	6p.	L1	ED 369 255
Service Delivery Models and Students with Emotional Disabilities and Behavior Disorders: A Rural Perspective.	14p.	L1	ED 369 608
The Sexualized Context of American Public High Schools.	21p.	L1	ED 369 153
Sir Herbert Read and Art Education History.	14p.	L1	ED 369 686
The Socialization Process of Student Teachers: A Descriptive Study.	44p.	L1	ED 369 745
Special Education Administrator Training: Meeting Market Needs through Collaboration in Northern New England.	7p.	L1	ED 369 624
Stemming Teacher Turnover in Rural Settings: An Alternative Approach.	12p.	L1	ED 369 618
Strategic Humor in Leadership: Practical Suggestions for Appropriate Use.	34p.	L1	ED 369 107
Structure and Sequence in Curricula for English Majors.	12p.	L1	ED 369 106

Gender and the Perception of the Community College President's Leadership.
277p. L3 ED 369 431

(042) Dissertations/Theses - Masters Theses

The Development and Implementation of a Training Module To Increase the Awareness of Assistive Technology.
79p. L1 ED 369 770

An Examination of Standardized Evaluation Forms Used in Public Libraries To Evaluate Professional Librarians.
39p. L1 ED 369 417

Reflections on Teaching at the "Margins": Reconceptualizing Multicultural Education.
109p. L1 ED 368 906

Stress and Western Kansas High School Students.
143p. L1 ED 369 004

(043) Dissertations/Theses - Practicum Papers

Collaborative Development of a Cohesive, Systematic Writing Evaluation Model for Grades 6-12.
63p. L2 ED 369 078

Computerized Reading Instruction for Remediating Deficiencies of Slow Learners: Our Forgotten At-Risk Elementary Students.
54p. L1 ED 369 040

Eighth Grade Reading Improvement with CNN Newsroom and "USA Today."
67p. L1 ED 369 041

Evaluating An Educational Leadership Doctoral Program: Results of a Focus Group Simulation for Educational Leadership Doctoral Students.
22p. L1 ED 369 363

Helping Kindergarten-Fifth Grade Open Library Programs Develop Strategies for Improving Parent Staffing.
116p. L1 ED 369 387

Improve the Reading Motivation of Third-Grade Children with Extra Time, Encouragement and Choice.
63p. L1 ED 369 039

Improving the Critical Thinking Skills of Ninth Grade World History Students by Integrating Critical Thinking Skills and Course Content.
82p. L1 ED 369 722

Improving the Reading Comprehension Skills of Unmotivated Fifth Grade Students through Literature-Based Instruction.
65p. L1 ED 369 074

Improving the Reading Skills of Ninth Grade Underachievers by Instilling a Desire To Read.
88p. L2 ED 369 038

Improving Third-Grade Students' Attitudes to Reading through the Use of Recreational Reading Activities.

Education.	30p.	L1	ED 369 134
Social Skills Diagnostic Screen Administration Manual.	58p.	L1	ED 369 569
Staff Orientation Manual for Adult Basic and Literacy Education Providers. Final Report.	159p.	L1	ED 368 884
Starting Points: Meeting the Needs of Our Youngest Children. The Report of the Carnegie Task Force on Meeting the Needs of Young Children.	153p.	L1	ED 369 562
Starting Solids: A Guide for Parents and Child Care Providers.	6p.	L1	ED 369 491
Strengthening Parents and Families during the Early Childhood Years.	489p.	L2	ED 369 557
The Student Guide: Financial Aid from the U.S. Department of Education, 1994-95.	61p.	L1	ED 369 365
Student Motivation.	5p.	L1	ED 369 142
Subject Matter Expert's Training Module Template.	26p.	L1	ED 368 940
Supporting the Total Child. Resource Book. Chapter 1 & 2. Successful Programs 1993-94.	118p.	L1	ED 369 866
A Teacher's Guide to Choosing a Secondary Foreign Language Textbook.	9p.	L2	ED 369 269
Teachers Perceptions of and Strategies with Lexical Anomalies.	28p.	L1	ED 369 259
Teaching Writing with Small Groups.	26p.	L1	ED 369 290
Tech Prep Marketing Guide. The Complete Book of Strategies and Practical Experiences.	121p.	L2	ED 368 965
Ten Guidelines for Effective Counseling.	11p.	L1	ED 369 007
Three Models for Teaching and Learning.	17p.	L1	ED 369 752
Total Quality Management Handbook: Applying the Baldrige Criteria to Schools.	80p.	L1	ED 369 138
Turning the Tables: Choose the Videos, Construct the Course.	20p.	L1	ED 369 270
Using Paraeducators Effectively in the Classroom. Fastback 358.			

The Pedagogy of Hypertext.	14p.	L1	ED 369 126
Perspectives on Your Chances for Journal Publication.	8p.	L1	ED 369 077
The Pervasiveness of the "Psychology of Marginalization": Barriers to Institutional and Personal Development in a Multicultural Education Environment.	9p.	L1	ED 369 371
Power, Patriarchy, and Punishment in Shakespeare's "Othello."	11p.	L1	ED 369 095
Preventing Language Disadvantage in the Child during the Process of Language Acquisition.	9p.	L1	ED 369 260
"Process vs. Product" in Language Teacher Education - Shifting the Focus of Course Design.	19p.	L1	ED 369 283
Quality Assurance in "New" Methods of Learning.	8p.	L1	ED 369 347
Racing with the World: How States Can Build a 21st Century Workforce.	46p.	L2	ED 368 928
Re-Negotiating Authority in Composition: Student-Led Discussions and the Interpretation of Text.	16p.	L1	ED 369 093
Reauthorization of the Technology-Related Assistance for Individuals with Disabilities Act. Hearing before the Subcommittee on Select Education and Civil Rights of the Committee on Education and Labor. House of Representatives, One Hundred Third Congress, First Session (June 10, 1993).	127p.	L1	ED 369 248
Reconstructing Correctional Education on the Basis of New Critical Realities. Implications for Teachers, Administrators, and Policymakers.	38p.	L1	ED 368 931
Reform and Early Childhood Education: Making Teacher Preparation Professional and Relevant.	25p.	L1	ED 369 516
The Reform Movement: Where Do Gifted Students Fit?	47p.	L1	ED 369 200
Remarks by the President to American Council on Education.	12p.	L1	ED 369 346
Safe Environments for Our Children: The Home, the School, and the Community.	9p.	L2	ED 369 515
Safeguards.	19p.	L1	ED 369 220
Scholarship Reconsidered and Its Impact on the Faculty Member.	11p.	L1	ED 369 372

Helping Learning Disabled Adults through Special Tutorial Techniques. Final Report. 1992-1993.	30p.	L1	ED 368 878
Higher Education Faculty Institute Multidisciplinary Inservice Model Demonstration Project. Final Report.	984p.	L1	ED 369 224
Higher Education in the Northwest Territories: Different Systems, Different Perspectives.	72p.	L1	ED 369 427
Higher Education: Handbook of Theory and Research. Volume IX.	498p.	L3	ED 369 342
Higher Education: Handbook of Theory and Research. Volume VII.	482p.	L3	ED 369 340
Higher Education: Handbook of Theory and Research. Volume VIII.	482p.	L3	ED 369 341
Images of the Foundations.	109p.	L1	ED 369 661
Impediments to a Project-Based and Integrated Curriculum: A Qualitative Study of Curriculum Reform.	34p.	L1	ED 369 185
Implementation of Alternative Methods for Making Educational Accountability Decisions for Students with Disabilities. Synthesis Report 12.	32p.	L1	ED 369 230
Improve the Quality of Instruction through Interdisciplinary Internationally Oriented Faculty Resource Teams.	105p.	L1	ED 369 309
Improving Teacher Education through International Cooperation and Partnership.	21p.	L1	ED 369 479
Improving the Success of Ethnically Diverse Education Majors in Preparation for Transfer and a Career in Teaching.	54p.	L1	ED 369 457
In First Person Plural: Growing Up with a Disadvantaged Community.	116p.	L1	ED 369 492
An In-Service Math Instruction Program for Tutors. Final Report.	90p.	L1	ED 368 879
Inclusion: The Key to Success.	8p.	L1	ED 369 617
Inclusive Education in Billings, Montana: A Prototype for Rural Schools.	6p.	L1	ED 369 636
An Individual Career Plan for Students with Disabilities in Higher Education.	18p.	L1	ED 369 236
Instructors as Investors: A Collegial Conspiracy To Improve			

The Universality of Emotional Child Abuse.
19p. L1 ED 369 003

The Use of the Computer in the School Art Program.
12p. L1 ED 369 689

The Use of Video Disks: Computer Based Analysis of Works of Art.
14p. L1 ED 369 687

Using Feedback and Reflection as Tools in Bridging the Theory-Practice Link in Language Teacher Training at the Primary Level.
17p. L1 ED 369 282

Values Should Be Taught in the Public Schools!
12p. L1 ED 369 002

Variables Affecting Itinerant Model Service Delivery in Rural Settings.
39p. L1 ED 369 609

Voices in Suicide. The Relationship between the Firestone Voice Scale for Self-Destructive Behavior and Self-Destructive Life-Styles.
18p. L1 ED 368 998

The Wisdom Is Now (Project WIN) Final Evaluation Report, 1992-93. OREA Report.
53p. L1 ED 369 302

Women Work, Poverty Persists: A Status Report on Displaced Homemakers & Single Mothers in the United States.
77p. L2 ED 369 029

(143) Reports - Research

Access and Affordability: Strategic Financial Perspectives for Independent Schools.
159p. L2 ED 369 145

The Acquisition of Clicks by Non-Mother-Tongue Speakers.
18p. L1 ED 369 285

Administrative Compensation Survey. 1993-94.
123p. L3 ED 369 311

Administrators' Attitudes toward Cultural Diversity Management: An Empirical Study;
24p. L1 ED 369 350

Adult Education Research Annual Conference (AERC) Proceedings (34th, University Park, Pennsylvania, May 1993).
377p. L1 ED 368 967

African-American Women and Doctoral Study: Three Case Studies.
14p. L1 ED 369 737

The Alabama College System Statistical Profiles, 1992-93.
76p. L1 ED 369 466

Alternative Assessment Measures in Adult Basic Education Programs (Adult Informal Measures: AIM).
107p. L1 ED 368 865

Analysis of College Science Education Position Announcements.

Administrators' Attitudes toward Cultural Diversity Management: An Empirical Study;	24p.	L1	ED 369 350
Alternative Certification in Special Education: A Qualitative Study of Two Models.	9p.	L1	ED 369 603
American Families: Not Just Leave It to Beaver.	16p.	L1	ED 369 103
Analysis of College Science Education Position Announcements.	9p.	L1	ED 369 650
An Analysis of the Integration of the Feminist Perspective in Research Methods Classes: Current Practices.	32p.	L1	ED 369 344
Analyzing Teacher Judgments with the Rasch Model: Their Contribution to the Construction of Continua to Assess Literacy Developments in the Early Years of School.	21p.	L1	ED 369 821
Are Preservice General Educators Being Adequately Prepared for Inclusion?	11p.	L1	ED 369 594
Asian and Pacific Americans in Higher Education.	20p.	L1	ED 369 011
Assessing the Implementation of a State Wide Competency-Based Student Tracking System in Business Education.	22p.	L1	ED 369 818
Back from the Future: Community Demands Reshape a College.	18p.	L1	ED 369 458
Best Practices Statements for School and Systemic Development.	20p.	L1	ED 369 160
Beyond the Formula: Students Becoming Writers.	14p.	L1	ED 369 082
Bilingual Information Processing--Autonomous Learning and Cross-Cultural Negotiating--the European Monetary Union Project at Aston University.	10p.	L1	ED 369 263
Bilingual Preschool Programs: Future Directions.	23p.	L1	ED 369 500
Breaking the Blame Cycle: A Small Partnership between Preservice Writing Teachers and Elementary Classrooms.	15p.	L1	ED 369 098
Building Bridges: Articulating Writing Programs between Two-and Four-Year Colleges.	11p.	L1	ED 369 348
Building Positive Relationships on the Border with Parents of Special Students: Effective Practices for the I.E.P.	6p.	L1	ED 369 627

Students as Satirists: Encouraging Critique and Comic Release.	14p.	L1	ED 369 099
A Study of Faculty Awareness of Students with Disabilities.	27p.	L1	ED 369 208
A Study of Some Psychological Correlates of HIV Positive Veterans.	10p.	L1	ED 369 020
A Study of Teacher and Student Bonding.	62p.	L2	ED 369 747
A Study To Explore the Inter-Relationships among Factors Affecting Substance Abuse of Secondary School Students.	29p.	L1	ED 369 010
The Suburbanization of America and the Future of Hunting and Fishing: How To Get People Back in Touch with the Land, or, Rurbanites: The Problem of Keeping Two Roosters in the Same Henhouse.	19p.	L1	ED 369 583
Survey Assessment of Paideia Teachers Perceptions Concerning Professional Staff Development.	19p.	L1	ED 369 742
Sustained Silent Reading in University Courses in EFL for Academic Purposes.	27p.	L1	ED 369 264
Teacher Induction in Rural and Small School Districts.	7p.	L1	ED 369 589
Teacher Study Groups As a Means of Rural Professional Development.	6p.	L1	ED 369 600
Teachers and the Education of the People: Elementary School Teachers and Images of Citizenship in Scandinavia during the 19th and 20th Centuries.	29p.	L1	ED 369 560
Teachers Collaboratively Writing about Their Curricular Activism.	19p.	L1	ED 369 100
Teachers Learning from Teachers: Knowledge and Understanding in Collaborative Action Research.	31p.	L1	ED 369 756
Teachers Perceptions of and Strategies with Lexical Anomalies.	28p.	L1	ED 369 259
Teachers Teaching Teachers: The Art of Working Together and Sharing.	12p.	L1	ED 369 616
Teaching Account Management.	32p.	L2	ED 369 109
Teaching Gender Issues at a Women's College: A Male's Perspective.	9p.	L1	ED 369 114

62p. L1 ED 369 043

Introducing Newbery Winners and Honor Books to Hispanic Fourth and Fifth Graders through a Recreational Reading Program.
78p. L1 ED 369 042

Learning with Rods: One Account.
54p. L1 ED 369 284

Using a Continuous Assessment Approach To Enhance Third Grade Children's Writing Abilities.
101p. L2 ED 369 079

Using Organizational Strategies and Parent-Student-Teacher Involvement To Increase Utilization of an Elementary School Media Center.
77p. L1 ED 369 037

(050) Guides - General

Chapter 1: Creating Opportunities for Success. Strengthening Instruction for At-Risk Students through In-Class Services.
27p. L1 ED 369 847

Collection Conservation Treatment: A Resource Manual for Program Development and Conservation Technician Training, Including "Report on Training the Trainers: A Conference on Training in Collection Conservation, Berkeley, California, April 28-May 2, 1992."
446p. L1 ED 369 398

Getting Down to Cases. Learning To Teach with Case Studies.
207p. L3 ED 369 783

Going to War? Bosnia and Beyond. A Study Circle Discussion Program.
44p. L1 ED 369 669

School Library Policy Statement. Revised.
8p. L1 ED 369 396

(051) Guides - Classroom - Learner

Civics for Democracy: A Journey for Teachers and Students.
390p. L3 ED 369 700

Destination: Cameroon. Study Guide.
62p. L2 ED 369 711

Exercise: Benefits for Body and Mind. Student Workbook. Health Promotion for Adult Literacy Students: An Empowering Approach.
39p. L1 ED 368 950

First Aid: Helping Yourself, Helping Others. Student Workbook. Health Promotion for Adult Literacy Students: An Empowering Approach.
65p. L1 ED 368 951

34p. L1 ED 369 732

Veterinary Accreditation. A Reference Guide for Practitioners.
167p. L1 ED 368 958

Working Together: When Death Comes to School.
9p. L1 ED 369 634

(060) Historical Materials

The Complete Playground Book.
192p. L3 ED 369 565

George Peabody's (1795-1869) Educational Legacy.
9p. L1 ED 369 720

The History of Education in North Carolina.
29p. L1 ED 369 713

Introduction to Modern Women in Sports: Beyond Winning.
10p. L1 ED 369 736

The Lumad and Moro of Mindanao. Minority Rights Group International Report 93/2.
37p. L2 ED 369 694

The Origins and Development of the National Training Center, 1976-1984. TRADOC Historical Monograph Series.
193p. L1 ED 369 659

Sir Herbert Read and Art Education History.
14p. L1 ED 369 686

Turning Points: Books and Reports that Reflected and Shaped U.S. Education, 1749-1990s.
17p. L1 ED 369 695

(070) Informational Analyses - General

Addressing the Problems of First-Year Assistant Principals.
42p. L1 ED 369 179

American Indian/Alaska Native Education. Fastback No. 367.
42p. L1 ED 369 585

Assessing the Need, Acceptability, and Available Resources for Adult Literacy Staff Development through Distance Education in Rural Pennsylvania and Recommended Models To Meet the Needs.
97p. L1 ED 368 874

Children Exploring Their World: Theme Teaching in Elementary School.
295p. L3 ED 369 096

Chinese-American Students: A Review of the Literature.
27p. L1 ED 369 682

Schools at the Crossroads: Which Way to Educational Excellence?	32p.	L1	ED 369 162
Schools Coping with a Changing World.	22p.	L1	ED 369 175
Second-Order Learning and Education for Peace: Eva Nordland and the Project "Preparedness for Peace." Peace Education Miniprints No. 54.	15p.	L1	ED 369 715
The Sexualized Context of American Public High Schools.	21p.	L1	ED 369 153
Strategic Humor in Leadership: Practical Suggestions for Appropriate Use.	34p.	L1	ED 369 107
Strategic Planning for Community Viability: A Process, Not a Destination. Circular CRD-60.	7p.	L1	ED 368 930
Structure and Sequence in Curricula for English Majors.	12p.	L1	ED 369 106
Students as Satirists: Encouraging Critique and Comic Release.	14p.	L1	ED 369 099
The Suburbanization of America and the Future of Hunting and Fishing: How To Get People Back in Touch with the Land, or, Rurbanites: The Problem of Keeping Two Roosters in the Same Henhouse.	19p.	L1	ED 369 583
Success Stories. Celebration of Achievement.	28p.	L1	ED 368 929
Sustaining Innovation in Teaching and Learning.	4p.	L1	ED 369 446
Teachers Learning from Teachers: Knowledge and Understanding in Collaborative Action Research.	31p.	L1	ED 369 756
Teaching Account Management.	32p.	L2	ED 369 109
Teaching Gender Issues at a Women's College: A Male's Perspective.	9p.	L1	ED 369 114
The Tech Prep Associate Degree Program Revisited.	11p.	L1	ED 369 441
Textbooks as Canon: The Relationship between Introductory Textbooks and Scholarly Discourse.	11p.	L1	ED 369 124

Classroom Instruction.	9p.	L1	ED 369 464
An Integrated, Cooperative Learning Oriented Freshman Civil Engineering Course: Computer Analysis in Civil Engineering.	11p.	L1	ED 369 313
Integrating Summer Day Camps: A Process for City-Wide Change. Project REC.	23p.	L1	ED 369 205
Integrating Technology in Secondary Schools.	5p.	L2	ED 369 150
Intensive Family-Based Services Program: A Supportive Alternative to Out-of-Home Placement for Troubled Children and Their Families.	9p.	L1	ED 369 629
Intergenerational Entrepreneurship in an Educational Setting.	9p.	L1	ED 369 597
International Understanding at School. Bulletin No. 59-60 1991.	53p.	L1	ED 369 718
Introduction to SmartBooks. Report 23-93.	25p.	L1	ED 369 402
Language Policy, Literacy, and Culture. Roundtable Discussion from the International Conference on Education (43rd, Geneva, Switzerland, September 18, 1992).	66p.	L1	ED 369 293
LAP Reading Program: Every Child a Reader. UKERA Occasional Papers #0006.	45p.	L1	ED 369 550
Leaders of Change! Successful Workforce Development Projects. Envisioning a Competitive America: The Workforce Development Forums (Boston, Massachusetts, April 14-16, 1993; Des Moines, Iowa, May 26-28, 1993; Albuquerque, New Mexico, July 14-16, 1993).	72p.	L1	ED 368 904
Learning Enhancement for Adults with Disabilities. LEAD 2000 Congress Proceedings (Little Rock, Arkansas, January 29-31, 1993).	59p.	L1	ED 368 857
Learning with Rods: One Account.	54p.	L1	ED 369 284
Linking Foreign Language to Occupational Education in a Rural High School: Foreign Language with Criminal Justice and Travel & Tourism.	8p.	L1	ED 369 644

	9p.	L1	ED 369 650
An Analysis of the Integration of the Feminist Perspective in Research Methods Classes: Current Practices.	32p.	L1	ED 369 344
Analyzing Teacher Judgments with the Rasch Model: Their Contribution to the Construction of Continua to Assess Literacy Developments in the Early Years of School.	21p.	L1	ED 369 821
Assessing the Climate of Science Laboratory Classes.	13p.	L1	ED 369 657
Assessing the Implementation of a State Wide Competency-Based Student Tracking System in Business Education.	22p.	L1	ED 369 818
Assessment and Decision Making in Two Schools: The Ohio Site. Technical Report No. 596.	32p.	L1	ED 369 036
Availability of Data on School Completion Outcomes and Indicators. Technical Report 8.	45p.	L1	ED 369 228
Becoming a Teacher: The Contribution of Teacher Education.	45p.	L1	ED 369 769
Best Practices Statements for School and Systemic Development.	20p.	L1	ED 369 160
Boys, Girls, and E-Mail: A Case Study in Finnish Senior Secondary Schools. Research Report 110.	134p.	L1	ED 369 383
Caring for a Living: A Study on Wages and Working Conditions in Canadian Child Care. Final Report.	174p.	L2	ED 369 474
Catering Education and Training in France. A Comparative Study. Occasional Paper Number 8.	59p.	L2	ED 368 963
Causal Attributions for Health and Illness: A Cross-Cultural Contribution.	5p.	L1	ED 369 018
Causal Attributions for Health and Illness: Some Predictor Variables.	5p.	L1	ED 369 019
Changing Lives: Report of the Implementation of the Reading Recovery Program on the North Coast, NSW, 1991.	130p.	L1	ED 369 051
Chapter 2 Formula. 1992-93 Final Report.	52p.	L1	ED 369 184

Can "All" Ever Really Mean "All" in Defining and Assessing Student Outcomes? Synthesis Report 5.
18p. L1 ED 369 226

Career Ladder Approach to Training for Community Facilities Personnel and Paraeducators in the State of North Dakota.
11p. L1 ED 369 591

Causal Attributions for Health and Illness: A Cross-Cultural Contribution.
5p. L1 ED 369 018

Causal Attributions for Health and Illness: Some Predictor Variables.
5p. L1 ED 369 019

Causes of College Retention: A Systems Perspective.
12p. L1 ED 369 027

Challenging, Caring, and Connecting: Teaching and Reaching the College Student in the 1990s.
21p. L1 ED 369 324

Chemistry Problem-Solving Abilities: Gender, Reasoning Level and Computer-Simulated Experiments.
25p. L1 ED 369 656

Chicago School Reform: The Nature and Origin of Basic Assumptions. Research and Policy Analysis Series No. 7.
73p. L1 ED 369 870

Child Care for Young Children with Disabilities.
9p. L1 ED 369 593

Civic Competence and the Pace of World Events. A Clip Board of Activities for Using the Newspaper.
13p. L1 ED 369 723

The Classroom as a Third-Culture: Contemporary Perspectives Regarding Multicultural Communication Education.
20p. L1 ED 369 112

Classroom Behaviors of Students in Rural Mainstreamed Settings: A Comparison of Students with Disabilities and Their Normative Peers.
9p. L1 ED 369 605

Coaching and Counseling: Where To Draw the Line.
26p. L1 ED 369 127

Coaching the "Critters."
18p. L1 ED 369 118

Codependency: Innovation or Status Quo?
17p. L1 ED 369 021

The Tech Prep Associate Degree Program Revisited.	11p.	L1	ED 369 441
Tertiary Students' Perceptions of Important Events That Occur in Their Learning Environments.	35p.	L1	ED 369 749
Textbooks as Canon: The Relationship between Introductory Textbooks and Scholarly Discourse.	11p.	L1	ED 369 124
Theories of Cognitive Development and the Teaching of Argumentation in First-Year Composition.	15p.	L1	ED 369 094
To Retain or Not? There Is No Question.	26p.	L1	ED 369 177
Towards a Spatial View: Deleuze and Guattari on Technology.	9p.	L1	ED 369 410
Trade Books Used in the Teaching of Reading.	10p.	L1	ED 369 055
Training School and Rehabilitation Counselors To Provide Cooperative Transition Services.	6p.	L1	ED 369 638
Trait Ambiguity and Controllability in Evaluations of Self and Others.	11p.	L1	ED 369 028
Turning the Tables: Choose the Videos, Construct the Course.	20p.	L1	ED 369 270
The Use of Control in Non-Randomized Designs.	10p.	L1	ED 369 815
Use of Technology by Undergraduate Elementary Education Majors.	11p.	L1	ED 369 743
The Use of the Computer in the School Art Program.	12p.	L1	ED 369 689
The Use of Video Disks: Computer Based Analysis of Works of Art.	14p.	L1	ED 369 687
Using a Project Portfolio: Empowerment Evaluation for Model Demonstration Projects.	14p.	L1	ED 369 209
Using Faculty Peers To Improve Instruction in Diversified College Classrooms.	20p.	L1	ED 369 733
Using Informal Knowledge in Formal Domains: Intuitions and Notations Sometimes Clash.	44p.	L1	ED 369 822